DOCUMENT RESUME

ED 368 142 EC 302 900

AUTHOR	Sprick, Randall; And Others
TITLE	Interventions: Collaborative Planning for Students at Risk. A Resource for Administrators, School Psychologists, School Counselors, Classroom Teachers, Resource Teachers, Behavioral Specialists, Mentor Teachers, and Intervention Teams (SSTs, TATs, etc.) [and] Procedural Manual.
INSTITUTION	Sopris West, Inc., Longmont, CO.
REPORT NO	ISBN-0-944584-95-0
PUB DATE	93
NOTE	712p.
AVAILABLE FROM	Sopris West, 1140 Boston Ave., Longmont, CO 80501 ($65).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF04 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Behavior Modification; *Behavior Problems; Classroom Environment; *Classroom Techniques; Consultation Programs; Cooperative Planning; Elementary Secondary Education; Goal Orientation; *High Risk Students; *Intervention; Mentors; Program Development; Prompting; Reinforcement; Self Control; Skill Development; Stress Management; Teacher Student Relationship; Teamwork
IDENTIFIERS	Self Monitoring

ABSTRACT

This set of materials is designed to assist in creating productive, safe, and respectful learning environments for students at risk. The materials are designed around the concepts of treating students with dignity and respect, developing students' skills for success, emphasizing positive interactions, using misbehavior as a teaching opportunity, and staff working together. Through consultation and collaboration, staff members learn to share their expertise in developing practical intervention plans. A procedural manual provides information on how to design and implement high quality intervention plans. It discusses the initial request for assistance, the role of informal collaboration, a step-by-step 25-minute intervention planning process for minor to chronic problems, an in-depth intervention process for chronic to severe problems, skills needed by the interventionist, and creating a climate for collaboration. Sixteen booklets then describe how to set up, and implement major interventions; managing physically dangerous behavior, managing severely disruptive behavior, planned discussions to assist students with behavior problems, academic assistance, restructuring self-talk, signal interference cuing, mentoring, self-control training, goal setting and contracting, teaching desired behaviors, self-monitoring, structured reinforcement systems, managing stress, classroom management strategies, increasing positive interactions, and borderlines and consequences. The manual and each pamphlet contain references. (JDD)

ED 368 142

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

THE LIBRARY
MANAGEMENT, MOTIVATION & DISCIPLINE

INTERVENTIONS

Collaborative Planning for Students At Risk

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY
Jami Leutheuser
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Resource for
Administrators, School Psychologists,
School Counselors, Classroom Teachers, Resource Teachers,
Behavioral Specialists, Mentor Teachers, and
Intervention Teams (SSTs, TATs, etc.)

EC 302900

Randall Sprick • Marilyn Sprick • Mickey Garrison

BEST COPY AVAILABLE

INTERVENTION A

Managing Physically Dangerous Behavior

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

•

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Managing Physically Dangerous Behavior

Intervention: Code Red

The behavior poses a threat to someone's physical safety.

To assist **TEACHERS** with managing physically dangerous behavior:

- Fighting
- Self-Destructive Behavior
  - Head banging
  - Hitting windows
  - Self-biting
  - Self-pinching
- Physically Threatening Behavior
  - Assault
  - Out of control behavior
  - Verbal threats

Introduction

Managing Physically Dangerous Behavior assumes that students' behavior poses a threat to someone's physical safety—other students, adults, or the students themselves. When this occurs, intervention must be immediate and intensive. Above all, safety must be the first consideration.

When dealing with violent or potentially violent events, there is nothing that can be done to make the situation pleasant. Intense incidents are stressful and exhausting for everyone concerned. The goal of this intervention is to help staff respond swiftly and professionally. Staff must strive toward objectivity and consistency to implement an intervention that will be in everyone's best interest—including the student causing the problem.

Physical danger exists if a student is involved in fighting or habitually engages in malicious or sadistic behavior, such as pulling chairs out from under others. Physical danger may also be present if a student loses control and physically lashes out at others or engages in self-destructive behavior such as head banging or self-mutilation. Verbal threats by a student may also be a sign of potentially dangerous behavior.

Effective interventions for a student's physically dangerous behavior should include five major components, detailed in Figure A-1.

Figure A-1

Component 1	Immediately implement procedures to ensure everyone's safety.
Component 2	Involve and notify the student's parent(s) or guardian.
Component 3	Develop record-keeping and reporting procedures.
Component 4	Determine whether the student should be referred to special education, and whether other agencies should be involved.
Component 5	Teach the student to manage her own behavior.

All five components need to be implemented concurrently to increase the likelihood that every variable is being addressed and all possible resources explored. Each component is described in this intervention booklet and a scenario is provided as an example of how this intervention can be implemented.

Rationale

Students who present a physical danger to others or to themselves require time-consuming and intensive help. If the system does not act swiftly to ensure the safety of everyone involved, the threat of injury can become a reality with hurtful consequences and potential legal repercussions. It is important to remember that students who engage in physically dangerous behavior are desperate children. The earlier intervention can be provided, the greater the likelihood of helping to resolve the problem. Teachers should be encouraged to seek assistance for such students as early as possible. Successful intervention in cases of physically dangerous behavior will require the resources and cooperation of many.

The Summary

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Component 1 Immediately implement procedures to ensure everyone's safety.

A. Use room clears.

Step 1 Identify where the class will go and what students will do during a room clear.

Step 2 Establish procedures for supervising the student who is engaged in physically dangerous behavior.

Step 3 Determine in advance whether there will be consequences for out of control behavior.

B. Use physical intervention only if necessary.

Step 1 Try to disperse the other students.

Step 2 Always try verbal interventions before resorting to any "hands-on" procedures.

Step 3 If at all possible, signal or call for help before beginning any sort of restraint.

Step 4 Decide if restraint is necessary and helpful.

C. Establish a district or building policy for responding quickly and safely to physically dangerous behavior.

Component 2 Involve and notify the student's parent(s) or guardian.

Component 3 Develop record-keeping and reporting procedures.

Step 1 Set up an anecdotal log of all incidents where a student's behavior is physically dangerous.

Step 2 Keep summary records.

Component 4 Determine whether the student should be referred to special education, and whether other agencies should be involved.

Component 5 Teach the student to manage her own behavior.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Component 1 Immediately implement procedures to ensure everyone's safety.

When a student escalates into physically violent or dangerous acts, staff members must act swiftly to ensure the safety of everyone involved. There are two immediate options when a physically threatening incident occurs: (1) getting everyone out of the student's way—referred to as a "room clear"; or (2) having an adult or adults physically restrain the student. In every case the first priority of the intervention is to ensure that no one is hurt, and the second priority is to respond in a way that the student is not reinforced for out of control behavior. This component also addresses the importance of district or building policy and training for dealing with physically dangerous behavior.

A. Use room clears.

Whenever possible, the preferred method for dealing with out of control behavior is to remove everyone else from the threat of violence. In a classroom situation, this procedure is referred to as a "room clear." On a playground, all the other students would be moved away from the student who is out of control. When a student begins exhibiting behavior that puts anyone in jeopardy, the teacher should follow a preestablished routine. Room clears are preferable to physical restraint for a number of reasons:

- A room clear helps to ensure everyone's safety. When students clear the room, they are removed from the immediate threat of physical danger.
- Physical restraint is more likely to result in injury to the adult or to the student than a room clear.
- Physical restraint may result in heightening the emotional intensity of the situation. Some students may be reinforced for out of control behavior through the sheer intensity of the interaction with an adult during physical restraint.
- Physical restraint is sometimes not an option. It requires an adult who is larger and stronger than the student. If the adult is unable to restrain the student easily, the situation may go unresolved until someone else can be summoned. As time passes, the risk of injury to other students in the room becomes greater.
- A room clear removes the audience. If physical restraint is used, the entire class witnesses the altercation. Physical restraint is typically upsetting for everyone in the room, and peer attention is potentially reinforcing to the student.
- Using room clears may help the student learn to manage her own behavior more rapidly. When physical restraint is used to control student behavior, the student may mistakenly

learn to depend on an adult to bring her behavior under control. This may result in the student believing that she is unable to change or control her own behavior.

Step 1 Identify where the class will go and what students will do during a room clear.

When students must clear the room, routine provisions should be made so that the disruption is minimized. Students should be taken into the hall until assistance can be summoned. As soon as another adult arrives, the class should be taken to a predetermined location. Relevant instructional tasks should be prepared in advance. For example, students might be taken to the school stage where paper and pencils have been stored. If a room clear is necessary, the adult might give students a writing assignment, have the students solve math problems, run a spelling bee, or have students write a class story.

Step 2 Establish procedures for supervising the student who is engaged in physically dangerous behavior.

a. Establish procedures for summoning a trained staff person to the classroom immediately.

WHEN A STUDENT begins engaging in physically dangerous behavior, the classroom teacher will need immediate assistance. Procedures should be established for receiving additional help rapidly. This should include a prearranged signal indicating that a crisis is occurring. Some schools use their intercom system. Others use a specially designed "red card" that can be given to a student messenger. The messenger can take the crisis card to the office where an immediate response will be initiated.

Plans for providing an immediate response should include: (1) who will respond, (2) a chain of command in case the first person is unavailable, and (3) a communication process to ensure that everyone involved will be kept informed. These procedures should be carefully designed and occasionally rehearsed so that everything works smoothly and high probability contingencies (such as the principal being out of the building) have been addressed.

b. Staff who may be responsible for emergency duty should be trained.

TRAINING SHOULD INCLUDE learning which behavior to ignore and which require intervention as dictated by building or board policy. Adults who will supervise an out-of-control student should be trained to stand at the door and to determine what actions to take if the situation escalates. If physical restraint is recommended under specified conditions, adults should be trained in how to restrain a student.

Step 3 Determine in advance whether there will be consequences for out of control behavior.

Consequences for out of control behavior tend to have little effect on preventing future incidents. Of far greater importance is teaching the student to control her own behavior. Nevertheless, consequences are part of a comprehensive plan and should thus be predetermined. Appropriate consequences might include owing time from a recess break or after school, restitution (repairing the damage or mess created), time-out, or suspension.

If the student is an identified special education student, suspensions may constitute a change of placement and cannot be instituted without due process. If a special education student engages in physically dangerous behavior it is vital to work directly with the district and building special education personnel to avoid possible violation of federal law.

B. Use physical intervention only if necessary.

Although a room clear is preferable to restraint, it is not always an appropriate procedure. If a student is about to stab someone with scissors, there may not be time for a room clear. If a student is engaged in highly self-destructive behavior like head banging, some form of restraint or physical intervention may be necessary. At times a "room clear" should be paired with some form of physical intervention. For example, if two students are involved in a violent fight, the teacher may need to get the other students out of the room, call for help, and when help arrives separate and restrain the two students until they calm down enough to be released.

NOTE: All of the information below applies to two or more students fighting as well as to one individual student who is out of control.

Step 1 Try to disperse the other students.

In the classroom, use a room clear; outside students may be sent to another part of the playground. Use a firm voice to direct students to another location. "Everyone needs to move *immediately* to the other side of the blacktop. Jackson, Alissa, Sandra, Tom, move now!"

Step 2 Always try verbal interventions before resorting to any "hands-on" procedures.

Avoid shouting, but use a firm and loud command. "Jeremy, stop pounding on that window and move to this side of the room, now!" Using the student's name increases the chance that he will respond to the verbal instruction. If more than one student is involved, direct each student to a different location. "Rico, move over to the doorway! Zach, move over to the lockers!"

Step 3 If at all possible, signal or call for help before beginning any sort of restraint.

To avoid possible concerns regarding the use of undue force or even abuse during restraint, the adult involved should always summon assistance. The act of calling for help indicates that the presence of another adult was requested as quickly as possible and that there has been no attempt to engage in inappropriate physical contact. If the school staff does not currently have routines for signaling for adult assistance, such procedures should be devised for every school location including all classrooms, hallways, playgrounds, the cafeteria, bus waiting areas, and so on.

Step 4 Decide if restraint is necessary and helpful.

If the student does not cease the dangerous behavior after the verbal instruction has been given, the staff person must use professional judgment regarding whether to physically intervene before assistance arrives, or to wait until help comes. There is no set rule that can be given for making a decision of this type. However, staff should understand that they are not required to put themselves in direct physical jeopardy. Staff members may mistakenly believe that they will be negligent if they do not intervene physically in a fight. However, staff should behave in a reasonably prudent manner to keep everyone physically safe, including themselves. What is reasonable and prudent may depend on several factors, such as the:

- Number of students involved;
- Size of the student or students involved;
- Size and strength of the adult;
- Degree of violence taking place;
- Presence of any weapons or potential weapons; and
- Amount of training provided for staff in the use of nonviolent restraint methods.

If a student is pounding on a window, it would be reasonable and prudent to remove the student if she is a small child. However, if the student is large and strong and the teacher is small, it would be neither reasonable nor prudent for the teacher to try to move her. The teacher should wait for help to arrive so the student can be safely restrained. If a student of any size has a weapon, staff are not required to try to disarm the student. The police should be called, and all adults and children should be kept as far from the crisis situation as possible.

When two or more students are involved in a fight, staff should take into account that attempting to break up a fight by pulling one student off may actually increase the risk of injury to one of the students. If an adult grabs the arms of one of the combatants, it can make that student more vulnerable to direct blows from the other combatant. Unless both students are very small, staff should probably wait for assistance before physically trying to break up an altercation.

The less training a staff has received in the use of physical restraint, the more reticent a staff member should be in using restraint. If a staff member is not sure whether a student can be successfully restrained without injury, restraint should be avoided. If violent incidents occur frequently, staff should be well trained in methods of restraint and students should be trained in nonviolent conflict resolution. Since training in physical restraint requires demonstrations, practice, and rehearsals, it is beyond the scope of this program to provide training guidelines. Contact local police and mental health agencies for recommendations.

C. Establish a district or building policy for responding quickly and safely to physically dangerous behavior.

When students engage in violent or dangerous acts, adults may not know how to respond. Before such incidents occur, building or district administrators (or site-based teams) should establish policy guidelines to address these concerns, and staff should be trained to implement the policy. Guidelines should provide clear recommendations for when and if a staff member should implement room clears, restraint, call for help, notify the police, and so on.

Such policies should delineate how to respond consistently in various emergency situations. There are no right or wrong answers regarding what the policy should include, but general guidelines for determining policy are as follows:

- Restraint should be avoided if possible. If used, restraint should only be used to eliminate the immediate threat of physical injury, and only after verbal warnings or directions have been ignored by the student(s) involved.
- If room clears are recommended, the policy should address how to handle possible property damage by students, and when and how staff are expected to prevent property damage. Procedures might include requiring the student to repair or replace damaged property. If the student is unable to repair or replace the damaged items, she might be required to work before or after school at a reasonable hourly rate to compensate for the damage.
- The policy should provide staff with guidance to determine what types of situations are severe enough to involve the police. For example, the line between hitting and assault should be predetermined.
- The policy should guide staff decisions to reduce the chance of inconsistency from situation to situation.

Using this information, the history of violent situations in the school, and any other relevant information, the policy-making group should develop policy recommendations to fit the needs of their school. Recommendations should be examined to ensure that they are in compliance with board policy and state and federal statutes. The proposed policy should then be presented to the entire faculty and revised if necessary. When accepted and finalized as written policy, staff must be trained on how to implement the identified procedures.

Component 2 Involve and notify the student's parent(s) or guardian.

Parents must be involved whenever there is a problem involving physically dangerous behavior. After the first incident, parents should be requested to attend a conference to: (1) communicate the staff's willingness to help the student, (2) determine the severity of the problem, and (3) begin joint problem solving. Depending on the severity of the situation, representatives from other social agencies might be included to assist in developing a comprehensive plan.

Parents of a troubled student often do not know what to do. "What do you expect us to do? He does the same kinds of things at home." To help build parental partnerships, some schools establish school-wide policies that establish a collaborative tone. Figure A-2 provides a sample letter from *Foundations: Establishing Positive Discipline Policies* (Sprick, Sprick, & Garrison, 1992). All parents are required to read the letter with their children at the beginning of the year, or when they register their child for school. If a major problem develops, the signed letter can be used to remind parents and staff of the spirit of cooperation that is expected.

Figure A-2

Dear Parent(s)/Guardian:

We want your child to be happy and successful at school. We believe you as parent(s) have a major role in your child's education. Your continual interest in your child's progress and success is vital.

At our school we hope to create an environment where courtesy and kindness prevail. We want your child to work on five school guidelines. These guidelines are explained in the attached letter. Please discuss our guidelines with your child. Have your child sign the attached letter. Sign the letter with your child and return it to his/her classroom teacher.

We believe that communication between parents, students, and teachers is critical. If problems arise, we will work with you to find solutions.

If you have any questions or concerns, please feel free to contact your child's teacher or our principal. We look forward to working with you and your child.

Sincerely,

The School Staff

Dear Student,

Each of you is very special to us. We want you to be happy at school and to learn all that you possibly can. We have identified five guidelines that will help us all be successful.

Guideline One: Be responsible.

All through your life you must decide how you will act. Therefore, we expect you to do what is right whether anyone is watching you or not. This is called "being responsible." It isn't always easy to make responsible choices, especially if someone else is not being responsible. It is important for you to remember that you are in charge of yourself. You can do what is right!

Guideline Two: Always try.

The best way to learn something new is to practice until you can do it. If you are unwilling to try, you cannot practice. When you first try to do something it is often difficult, but if you keep trying, it gets easier and easier.

Guideline Three: Do your best.

(continued)

Figure A-2 (cont'd)

When you do a job or an assignment, do your very best. While you are working on something, ask yourself, "Is this the best I can do?" If you give a job your best, you learn more and feel more responsible than if you just slide through the job. If you make mistakes, but did your best, your teacher can help you learn from your mistakes

Guideline Four: Cooperate with others.

Cooperation includes being polite, treating people with respect, accepting differences between people, dealing with disagreements through STP (Stop, Think, Plan), and encouraging others to do their best.

Guideline Five: Treat everyone with dignity and respect.

Everyone must know that our school is a safe and supportive place to be. Any behavior that could hurt someone else will not be allowed. Examples of respecting property include caring for our school, play equipment, the personal property of classmates and staff, and returning lost items to the lost and found.

The staff at our school will help you achieve success at school. We will do this by helping you solve problems and by protecting your right to learn. We look forward to a good year and are happy to have an opportunity to work with you.

Enjoy a good year!

We have discussed these guidelines.

Student Signature

Parent/Guardian Signature

Alienation of parents from the school can often be avoided if staff communicate the desire to work collaboratively. Staff members should consciously avoid implying that a parent should be able to control a student's behavior at school. If a severe problem exists, the initial contact with parents may be the beginning of a successful cooperative effort to help a troubled student.

Component 3 Develop record-keeping and reporting procedures.

Given the severe nature of behavior that poses a physical threat, systematic and detailed records must be kept for many reasons:

- Records will assist staff in developing and evaluating interventions.
- Records will be needed if a special education referral and evaluation are initiated.
- Records may be necessary if any legal issues arise relating to a student's behavior. An inescapable reality of severe and dangerous behavior is that the problem can lead to legal

actions through a number of routes. If a student injures someone, assault charges may be filed. If the student injures himself or someone else, the school may be sued for negligence. If staff confine a violent student, parents could object and even press charges against the school staff. If the student is of an ethnic or racial minority, school personnel may be accused of discriminatory practices. As unpleasant as these possibilities may be, ongoing documentation should demonstrate that school personnel have made every effort to keep everyone safe, while concurrently providing help for the student.

Step 1 Set up an anecdotal log of all incidents where a student's behavior is physically dangerous.

An anecdotal log can be used to design effective interventions and to help determine whether an immediate referral to special education should be initiated. In addition, the anecdotal log provides the information necessary for keeping the summary records as described in Step 2. Logs should detail all past and current incidents of violent or physically dangerous behavior. The following types of information should be included in each notation:

- Date and time of day;
- Location of incident;
- Adult(s) supervising at the time of the incident;
- Events that occurred prior to the incident;
- A detailed description of the student's behavior during the incident, including duration of the incident and specific behavior observed;
- Action(s) staff took to prevent physical injury;
- Consequences given to the student (if any); and
- Action(s) taken to minimize future occurrences of the behavior.

These anecdotal logs should generally be kept by the administrator. As the administrator logs information, the teacher has an opportunity to debrief and talk through events that were likely disturbing and stressful. Concerns can be expressed, and future actions considered. All staff members should be instructed to report every incident of physically dangerous or violent behavior so that records are accurate and complete.

Step 2 Keep summary records.

Summary records indicate the number of incidents per week, or the number of minutes per week that the student was out of control. Because the intensity of out of control behavior is emotionally draining to participants, it is frequently difficult to determine objectively whether a plan is helping a student. If a first grade student reduces the number of tantrums from four to five times per week to once per week, progress is clearly being made. However, if that single incident is sufficiently distressing, staff may not be aware that progress is being made. Similarly, if a staff has been trained to restrain a student, restraint procedures may go smoothly. Staff may feel that the procedure is working well when in fact the number of incidents has not been reduced. With summary data, the effectiveness of intervention plan will be easier to judge.

Component 4

Determine whether the student should be referred to special education, and whether other agencies should be involved.

If the student is not currently identified as eligible for special education services, data collected as part of the formal record-keeping system should assist in determining whether a referral for evaluation should be initiated. If records indicate that the student has a significant history of severe violent or self-destructive behavior, the referral process should be started immediately. In most districts there is a lag time between referral, evaluation, and placement. As the wheels of special education referral and evaluation are set in motion, the other components of this intervention should be implemented immediately. This will insure that safety issues are dealt with, and that the school has begun the process of teaching the student how to behave more appropriately even as the referral process is taking place. If at a later date professional judgment indicates that the situation is now under control and everyone's needs are being met, the referral process can always be terminated or put on hold.

Staff should also begin immediately identifying whether other agencies should be brought into the planning process. If the student's behavior has been severe enough to be considered assault, the police or juvenile authorities should be contacted to determine whether interagency planning would be appropriate. Preplanning for the possibility of a "next time" will let the student, parent(s), and staff know exactly what the consequences will be for any subsequent incidents.

Component 5

Teach the student to manage her own behavior.

In addition to determining what to do in the event of another dangerous incident, methods should be developed to help the student handle situations without losing control. This component is an essential part of your plan as it will focus on helping the student develop strategies for *preventing* future violent or physically aggressive acts. To develop procedures for teaching the student to manage her own behavior, Intervention H: *Self-Control Training* may be especially appropriate. In addition, consider implementing one or more of the following interventions:

Intervention D:	*Academic Assistance*
Intervention E:	*Restructuring Self-Talk*
Intervention F:	*Signal Interference Cueing*
Intervention G:	*Mentoring*
Intervention I:	*Goal Setting and Contracting*
Intervention K:	*Self-Monitoring*
Intervention L:	*Structured Reinforcement Systems*
Intervention M:	*Managing Stress*
Intervention O:	*Increasing Positive Interactions*
Intervention P:	*Borderlines and Consequences*

The scenario following illustrates how procedures from *Managing Physically Dangerous Behavior* might be implemented. The scenario may be skipped if not required for full understanding.

Scenario

Several days after school began in the fall, Velinda was registered at Adams School by her grandmother. Like many new students in this highly transient neighborhood, Velinda arrived without any records from her previous school. Velinda's grandmother promised to try to have her records sent.

Velinda was placed in Mr. Carmody's fifth grade classroom. The first two days, Velinda did very little in class. She seemed sullen and quiet. She refused to participate in any activities, spending most of her time with her head down on her desk. On the third day, Mr. Carmody noticed a change. Velinda seemed agitated from the moment she stepped into the classroom. By the middle of the morning, Velinda was wandering around the room, poking and taunting the other students. When Mr. Carmody told Velinda to take her seat and begin working, Velinda responded loudly and angrily, "I don't have to do nothing you tell me to do!" Though Mr. Carmody tried speaking quietly to Velinda, she became more and more agitated, yelling profanities. As Mr. Carmody tried to calm her down, Velinda picked up a book and threw it. "Leave me alone! You f——, leave me alone." As Velinda raged through the classroom, she overturned furniture and pushed students who were anywhere near her.

Mr. Carmody acted as quickly as possible, implementing previously developed building procedures for dealing with violent behavior. First, he instructed his class to leave the room and immediately report to Mrs. Zugliani's room across the hall. Mrs. Zugliani and Mr. Carmody had been paired as "Crisis Partners" at the beginning of the school year. Mrs. Zugliani would supervise Mr. Carmody's students until the crisis passed.

Mr. Carmody then called the office and informed the office staff that a crisis was occurring. He asked for assistance, but also indicated that the police were not needed. Mr. Carmody then went into the hallway and stood where he could observe Velinda in case she hurt herself.

Meanwhile, since the secretary knew that the principal was out of the building, Ms. Alton, the counselor, was contacted. Ms. Alton went immediately to assist Mr. Carmody, who was watching Velinda from the hallway to make sure that her out of control behavior had not escalated to the point of endangering her own safety. After turning over several desks, Velinda eventually ran out of steam and sank to the floor, holding her arms over her head. When Velinda was quiet for several minutes, Ms. Alton escorted Velinda to her office. Twenty minutes had passed. The entire incident just seemed to have exploded. There hadn't been time to think.

When it was over, Mr. Carmody felt drained, but relieved that he had known how to handle the situation.

Mr. Carmody took a few minutes to collect his thoughts and tidy up his classroom. Then he went to get his students from Mrs. Zugliani's room. The two classes were working on a choral reading of a poem. When they finished, Mr. Carmody thanked both classes for their cooperation. He explained that Velinda had had a very difficult time, and that everyone would need to continue working as a community, welcoming Velinda into the circle. He explained that Velinda would probably feel very uncomfortable about what had happened, and that it would be important for everyone to help her feel like a regular fifth grader. Mr. Carmody also explained that *everyone* had special goals to work on. He told the class that he himself was working on being more patient, and that Velinda would be working on handling her angry feelings more constructively.

The principal, Mr. Feinberg, was contacted at the district office by the secretary and returned to the building immediately. As soon as he returned, he contacted Velinda's grandmother who came to pick her up. Before Velinda and her grandmother left, the principal set up a conference for the next day in order to determine a plan for helping Velinda learn to control herself.

After school that day, the principal, the counselor, and the classroom teacher met to establish a plan to present to Velinda and her grandmother. They identified consequences for Velinda's outburst. In this case, the initial consequence consisted of having been sent home. In addition, Velinda would need to spend one hour after school the next day to clean and organize the classroom, and write an apology to Mr. Carmody.

In addition, they established modifications of the room clear procedure in case Velinda had similar problems in the future. Mr. Carmody identified three responsible students who he would train to get help in the event that he was unable to use the intercom. Two adults were also selected to contact for assistance in the event the principal was out of the building. That chain of command was as follows:

1. Mr. Feinberg—the principal
2. Ms. Alton—the counselor
3. Mrs. Zugliani—the teacher across the hall

Together, Mr. Feinberg, Mr. Carmody, and Ms. Alton also clarified exactly how future out of control behavior would be handled:

- Students would be moved into the hallway (room clear).
- Mr. Carmody would call the office or instruct one of the trained student helpers to go immediately to the office for assistance.

- If the principal were available, he would immediately drop whatever he was doing and take Mr. Carmody's class to a prearranged location—the cafeteria or stage, where he would conduct prearranged lessons. (If the principal were unavailable, the office staff would contact the counselor. If both the principal and counselor were out of the building
- Mr. Carmody would remain in the doorway of the classroom to supervise Velinda and make sure that she did not engage in behavior that could hurt herself.
- Once Velinda calmed down, Mr. Carmody would quietly inform Velinda of things that needed to be straightened up before the other students could return. When the room was restored to normal, Mr. Carmody would also show Velinda any irreparable items that would be stored for later replacement. When this was completed, the other students would be brought back to the classroom.

As Mr. Carmody, Mr. Feinberg, and Ms. Alton mapped out their plan for Velinda, they found one of the most difficult decisions to be made was what to do with Velinda after an incident. Should there be consequences? Should she be suspended? Mr. Carmody felt that Velinda should be removed from the classroom and suspended from school for at least a week. Ms. Alton felt that Velinda should stay in the room—that having to restore the room and face the other children when they entered was consequence enough. Ms. Alton feared that Velinda might enjoy getting sent home. A middle-ground position was finally agreed upon. Velinda would be escorted to the office when she was calm enough to follow an adult without a physical confrontation. She would spend the remainder of that day in a "time-out room" off the front office. The next day she would be back in the classroom.

It was also agreed that Ms. Alton would need to spend time with Velinda investigating her academic abilities and conducting some preliminary self-control lessons (see Intervention H: *Self-Control Training* and Intervention D: *Academic Assistance*). Velinda would spend thirty minutes per day with the counselor, for at least a week. At the end of the week, the counselor would assess her progress and continue meeting with Velinda on a regular basis.

Temporary restraint was discussed in case Velinda tried to attack someone before or during the time students were clearing the room. It was determined that Mr. Carmody would restrain Velinda only to prevent an immediate injury to another student. Once the students were out of danger, Velinda would be released and Mr. Carmody would go to his position in the hallway. These guidelines were selected so Mr. Carmody would never be put into the position of restraining Velinda without witnesses, and so that restraint was used only as a last resort to prevent injury.

Mr. Feinberg also indicated that he should begin keeping records. Ms. Alton, Mr. Carmody, and Mr. Feinberg agreed to meet whenever a room clear was required. Records would be kept on the duration and frequency of incidents, events leading to the incident, and the outcome. It was decided that it was premature to begin special education referral or to involve the police or other agencies until Velinda's records arrived.

As the plan was finalized, it was decided that both Velinda and her grandmother should be invited to make suggestions on the proposed plan. Mr. Carmody, Ms. Alton, and Mr. Feinberg agreed that they would begin the conference with Velinda and her grandmother by outlining two major goals. The first goal was to keep everyone safe, and the second was to help Velinda learn how to deal with her anger.

Conclusion

When a student engages in physically dangerous behavior, it is very stressful and unpleasant for students and staff alike. However, if staff preplan how they will respond to a crisis situation, they can work quickly to ensure a safe and professional response to a difficult situation.

When the immediate response to a crisis has been trained and rehearsed, staff can direct their energy toward preventative strategies. While the immediate goal in dealing with physically dangerous behavior must be to keep everyone safe, the long-range goal should focus on teaching the students skills that will allow them to be more successful. Students, parents, and staff must know that everyone will respond swiftly to a crisis to ensure physical safety, and that staff will also work humanely to teach each student how to be a productive member of the school community.

References

Carr, E.G. & Durand, V.M. (1986). The social-communicative basis of severe behavior problems in children. In S. Reiss & R. Bootzin (Eds.), *Theoretical issues in behavior therapy*. New York: Academic Press.

Colvin, G. (1992). *Managing acting-out behavior: A staff development program*. Eugene, OR: Behavior Associates. (Distributed by Sopris West, Longmont, CO.)

Colvin, G. & Sugai, G. (1989). *Managing escalating behavior* (2nd ed.). Eugene, OR: Behavior Associates.

Cullinan, D. & Epstein, M.H. (1985). Behavioral interventions for educating adolescents with behavior disorders. *The Pointer, 30*(1), 4-7.

Goldstein, A. (1988). PREPARE: A prosocial curriculum for aggressive youth. In R.B. Rutherford, Jr., C.M. Nelson, & S.R. Forness (Eds.), *Bases of severe behavior disorders in children and youth* (pp. 119-142). San Diego: College-Hill.

Goldstein, A., Glick, B., Reiner, S., Zimmerman, D., & Coultry, T.M. (1987). *Aggressive replacement training: A comprehensive intervention for aggressive youth*. Champaign, IL: Research Press.

Knapczyk, D.R. (1988). Reducing aggressive behaviors in special and regular class settings by training alternative responses. *Behavioral Disorders, 14*, 27-39.

Lavigna, G.L. & Donnellan, A.M. (1986). *Alternatives to punishment: Solving behavior problems with nonaversive strategies*. New York: Irvington.

Luiselli, J.K. & Slocumb, P.R. (1983). Management of multiple aggressive behaviors by differential reinforcement. *Journal of Behavior Therapy and Experimental Psychiatry, 14*, 343-347.

Matson, J. (1989). A 20 year review of punishment and alternative methods to treat problem behaviors in developmentally delayed persons. *Research in Developmental Disabilities, 10*, 85-104.

Mulick, J.A. & Linscheid, T.R. (1988). Review of alternatives to punishment: Solving behavior problems with nonaversive strategies. *Research in Developmental Disabilities, 9*, 317-330.

Nelson, C.M. & Rutherford, R.B., Jr. (1988). Behavioral interventions with behaviorally disordered students. In M.C. Wang, M.C. Reynolds, & H.J. Walberg (Eds.), *Handbook of special education: Research and practice* (vol. 2, pp. 125-153). Oxford, England: Pergamon Press.

Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing Positive Discipline Policies*. Longmont, CO: Sopris West.

Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21* 381-384.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Managing Physically Dangerous Behavior.* These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Component 1 Immediately implement procedures to ensure everyone's safety.

	Notes
A. Use room clears.	
Step 1 Identify where the class will go and what students will do during a room clear.	
Step 2 Establish procedures for supervising the student who is engaged in physically dangerous behavior.	
Step 3 Determine in advance whether there will be consequences for out of control behavior.	
B. Use physical intervention if necessary.	
Step 1 Try to disperse the other students.	
Step 2 Always try verbal interventions before resorting to any "hands-on" procedures.	
Step 3 If at all possible, signal or call for help before beginning any sort of restraint.	
Step 4 Decide if restraint is necessary and helpful.	
C. Establish a district or building policy for responding quickly and safely to physically dangerous behavior.	

The Summary Record (cont'd)

Component 2 Involve and notify the student's parent(s) or guardian.

Notes

Component 3 Develop record-keeping and reporting procedures.

Notes

Step 1 Set up an anecdotal log of all incidents where a student's behavior is physically dangerous.

Step 2 Keep summary records.

The Summary Record (cont'd)

Component 4 **Determine whether the student should be referred to special education, and whether other agencies should be involved.**

Notes

Component 5 **Teach the student to manage her own behavior.**

Notes

INTERVENTION B

Managing Severely Disruptive Behavior

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Managing Severely Disruptive Behavior

Intervention: Code Red

The behavior is so severe that the teacher cannot continue to teach.

To assist **TEACHERS** with problems associated with:

- Overt Defiance or Flagrant Disrespect Toward Adults
  "Forget it! I don't have to do what you tell me to do."
  "You fat b______."
  Overt refusal to follow a direction
- Loud Sustained Disruptions
  Pounding on a desk
  Kicking chairs
  Repetitive, loud noises
  Screaming
- Aggressive Behavior
  Persistent and highly intrusive behavior toward other children
  Hitting
  Hair pulling
  Grabbing
  Biting

Introduction

Managing Severely Disruptive Behavior provides suggestions for responding to students when their behavior is highly disruptive but not physically dangerous to themselves or others around them. Severe misbehavior occurs when the teacher cannot teach and other students cannot learn. This intervention provides ways to effectively and appropriately respond to highly disruptive behavior. *Managing Severely Disruptive Behavior* is an immediate but temporary solution to a fairly pervasive problem, and should be implemented concurrently with other interventions designed to help students learn more appropriate behavior.

Rationale

Students who engage in severe misbehavior present adults with particularly difficult situations. Because major student disruptions tend to be emotionally exhausting for everyone, teachers often find themselves purposefully trying to avoid triggering further disruptions. "Anita" is only in first grade, but she has her teacher at wits' end. Mrs. Black never knows what is going to happen. On the first day of school, Anita pulled down her pants and went to the bathroom on the playground. On the second day of school, she destroyed the block castle that some of the other girls were making during choice time. On the third day of school, Anita spit a mouthful of water at the other children who were in line at the drinking fountain, and dumped the pattern blocks out on the floor. Since the first day of school, Mrs. Black has tried to interact positively with Anita, but finds herself feeling like she is walking on a tightrope. "I never know what is going to send Anita off into a frenzy. If I say the wrong thing, or another student says the wrong thing, or if she feels just plain ornery, you never know what she'll do!"

Dealing with students who engage in severe misbehavior is highly stressful. Teachers find themselves trying to second guess what students are going to do, and then trying to figure out what to do when students "blow." Teachers often feel at a loss There is a growing sense that it is impossible to teach when having to worry about what is going to happen next. Early intervention with a student who exhibits severe misbehavior is essential.

Caution: *Managing Severely Disruptive Behavior* provides a temporary intervention for responding immediately to severe misbehavior. This intervention must be followed by more intensive planning designed to teach students appropriate classroom behavior. To develop procedures for teaching students to manage their own behavior, Intervention H: *Self-Control Training* may be especially appropriate. Also consider one or more of the following interventions:

Intervention D: *Academic Assistance*
Intervention E: *Restructuring Self-Talk*
Intervention F: *Signal Interference Cueing*
Intervention G: *Mentoring*
Intervention I: *Goal Setting and Contracting*
Intervention L: *Structured Reinforcement Systems*
Intervention M: *Managing Stress*
Intervention O: *Increasing Positive Interactions*
Intervention P: *Borderlines and Consequences*

The Summary

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop an immediate plan.

- **a.** Quickly gather as much background information as possible.
- **b.** Contact the student's parent(s) or guardian.
- **c.** Meet immediately with appropriate staff members to design temporary procedures.
- **d.** Identify positive student behavior, minor misbehavior, and severe misbehavior.
  - **i.** Identify appropriate behavior—the student's strengths and positive behavior.
  - **ii.** Identify every type of misbehavior the student has engaged in, regardless of how trivial.
  - **iii.** Using the list of misbehavior, categorize each one as a minor misbehavior or a severe misbehavior.
- **e.** Establish procedures to focus on appropriate student behavior and strengths.
- **f.** Arrange in-class consequences for minor misbehavior.
  - **i.** Misbehavior designed to get attention should be ignored if possible.
  - **ii.** Misbehavior that the student may not realize is unacceptable should be corrected with information.
  - **iii.** Minor misbehavior that cannot be ignored should be dealt with by using an in-class consequence.
- **g.** Arrange out-of-class consequences for severe misbehavior.
  - **i.** Develop procedures to ensure that no one is in a physically dangerous situation.
  - **ii.** Determine how the teacher should respond to the student who is engaging in severe misbehavior.
  - **iii.** Establish an out-of-the-room location where the student can be sent if severely disruptive behavior occurs.
  - **iv.** Establish a plan for receiving adult assistance immediately.
  - **v.** Develop procedures for transitioning the student back into the classroom.
  - **vi.** As planning is completed, carefully explore circumstances that might arise by asking "what if" questions.
- **h.** Set up a record-keeping and evaluation system.
- **i.** Review the plan, and identify the roles and responsibilities of all staff members involved.
- **j.** Determine who will meet with the student to discuss the temporary plan.

Step 2 Meet with the student to discuss the temporary plan.

- **a.** Discuss the problem with the student.
- **b.** Review everyone's roles and responsibilities.
- **c.** Conclude the meeting with words of encouragement.

Step 3 Implement the temporary plan.

a. Get started.
b. Set up a series of observations and conferences with the classroom teacher.
c. Provide ongoing support for the teacher.
d. Provide ongoing support for the student.
e. Meet within one week to evaluate student behavior and establish a long-range plan.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop an immediate plan.

a. Quickly gather as much background information as possible.

DEFINING THE NATURE and scope of the problem provides critical information to develop a successful intervention.

Jeff Riley is in Mrs. Fogel's third grade classroom. Though school has only been in session for two weeks, Jeff has already been involved in two major disruptive incidents. The last one erupted unexpectedly when Jeff failed to follow directions to clear off his desk and Mrs. Fogel asked Jeff directly to put his papers away. Jeff pushed his papers onto the floor and shouted, "That's not fair. I hate this stupid school. You don't like me."

Mrs. Fogel responded, "Now Jeff, you know that isn't true." As Mrs. Fogel moved toward Jeff to try to calm him down, Jeff ran to a corner yelling, "I'm going to have my brother come down here and he is going to beat you up. He won't take this kind of crap. You're a bitch!" At this point, Mrs. Fogel was unsure of what to do. The other children stared at Jeff and Jeff began yelling at his classmates, "What are you staring at? My brother will beat the crap out of you, too."

Mrs. Fogel yelled back, "Jeff, STOP! Right now!" Quickly, Mrs. Fogel had her class line up as Jeff continued his flow of nonstop obscenities directed at everyone. Luckily, this was minutes before the students were to go to recess. Though Mrs. Fogel felt uncomfortable sending her class to recess with Jeff's screams ringing in their ears, she felt she had no other options.

With her class gone, Mrs. Fogel sat down at one of the children's desks waiting for Jeff to quiet down. Within minutes, Jeff was silent. Even though Jeff had wound down, Mrs. Fogel fought to control her emotions, vacillating between a sense of hopelessness and anger. "Jeff has no right to disrupt my class, but I can't make him stop. I don't know what will set him off. What am I going to do?" Before recess was over, Mrs. Fogel ushered Jeff to the office. There she filled out an office referral, noting at the bottom that Jeff was not to return to her classroom this time.

As soon as the principal, Ms. Marshfield, had a chance, she quickly reviewed Jeff's records. Jeff's mother had been contacted after Jeff's first major outburst. The counselor noted that Jeff's mother could not come to school, and that Jeff had eventually been returned to his classroom. Jeff's name had been submitted for assistance with the Student/Staff Support Team (SST) with his mother's approval; however, the SST had not yet met to work out a plan for Jeff. The records indicate that Jeff has had ongoing problems in school. He appears to be a bright, academically capable student with a long history of severely disruptive behavior. Most incidents seem to have involved insubordination with teachers and teaching assistants.

During Ms. Marshfield's talk with Jeff, Jeff remained impassive. When Ms. Marshfield indicated that she would need to contact Jeff's parents, Jeff looked up but made no response.

b. Contact the student's parent(s) or guardian.

PARENTS MUST BE involved whenever there is an incidence of seriously disruptive behavior. Initially, contact should be made to let the parent know there has been a problem. Eventually, a conference should be held to begin the process of *collaborative* problem solving. Parents can provide valuable input as staff members determine how to help the student. Depending on the severity of the situation, assistance may include bringing in representatives from other social agencies to develop a comprehensive plan.

When working with parents, staff will need to make professional judgments to determine how involved parents might be in any plan to assist the student at school. Adversarial stances can be avoided by letting parents know that staff members are truly committed to helping the student learn more successful behavior. Parents should not be asked to take full responsibility for problems that occur at school. Parents of students with severe misbehavior often do not know what to do at home, much less how to get the student to behave at school. Instead, parents should understand that staff members hope to work proactively in developing ways to encourage and support appropriate behavior, while teaching the student to avoid inappropriate behavior.

Noting Mrs. Fogel's request that Jeff not be returned to her classroom, Ms. Marshfield called Jeff's mother to school. She arrived distraught and frightened. Ms. Marshfield let Mrs. Riley know that the school was very concerned about Jeff's behavior and was committed to working with his family to improve the situation. Ms. Marshfield asked Mrs. Riley to provide background information about Jeff's home situation that might assist staff members. Mrs. Riley said that Jeff was the youngest child of three. His older brother and sister were teenagers. Both had dropped out of school and were living at home. After a lengthy discussion with Mrs. Riley, Ms. Marshfield came to the conclusion that she was frightened both for herself and her son. Mrs. Riley suggested in a roundabout way that her husband should not be involved. Ms.

Marshfield asked if the family needed any kind of assistance, but was politely told to mind her own business. Mrs. Riley indicated that the counselor had already let her know about the SST and that she would try to make the meeting. Above all, she indicated that her husband should not be bothered, but that she would do whatever she could.

Before Mrs. Riley left, the principal asked if she would like to participate in an after-school meeting with Jeff's classroom teacher and the counselor to set up immediate, temporary measures for dealing with Jeff's disruptive behavior. Mrs. Riley thanked Ms. Marshfield for the invitation, but said that she had to be home when her husband returned from work.

Ms. Marshfield made a note to have the counselor contact Mrs. Riley during morning hours to determine whether the school could help her get assistance and support from a local community program.

Jeff stayed in the office for the remainder of the day and was told to report back to the office in the morning rather than going straight to his classroom.

c. **Meet immediately with appropriate staff members to design temporary procedures.**

ONE OF THE most stressful aspects of working with a severely disruptive student is not knowing how to respond. When a student engages in highly disruptive behavior, the classroom teacher needs to be prepared to respond both immediately and calmly. If the teacher responds to disruptive behavior with anger, the student may actually be reinforced. "Wow, I can make the teacher lose it!" The student is in control when the teacher is out of control.

Similarly, if the teacher responds to disruptive behavior by wondering what to do, the student may be reinforced. *The student is in control when the teacher doesn't know what to do.* In either case, the student may find that disruptive behavior is a powerful way to control both the teacher and what happens in the classroom.

Early intervention in problems involving severe misbehavior is critical. The longer the problem continues, the greater the likelihood that the student is being reinforced for his inappropriate behavior. The longer the problem goes on, the greater the likelihood that the teacher will no longer be able to tolerate the student in the classroom. Early intervention can provide the teacher with a sense of relief by knowing how to respond appropriately and effectively. In combination with thoughtful long-term planning, early intervention may result in the student learning successful classroom behavior.

After school, Ms. Marshfield convened an emergency meeting with the classroom teacher, the counselor (Mrs. Barron), and herself to develop an immediate intervention plan. The goal of this meeting was to establish a temporary plan until the SST is able to meet and develop a more comprehensive plan. The temporary plan would identify how to respond to disruptive behavior, and establish a concurrent plan for encouraging more appropriate behavior.

Teacher: *Ms. Marshfield, I've thought a lot about it. I don't think it's right to keep Jeff in my classroom. It's not good for the other kids to hear that kind of language and it isn't fair to me. I was so upset after this morning that I couldn't teach, even with Jeffrey gone.*

Principal: *I understand that you are feeling very frustrated with this situation, but we don't have a lot of options right now. Jeff needs to be somewhere. I would like to establish a two-week intervention phase, and then if we don't see improvement we can consider referral to special education. Jeff is already on the agenda for the SST but I think we need to set up an immediate plan to implement right now.*

Teacher: *But I really don't want Jeff back in my classroom. I have tried being positive with him, but I never know what's going to set him off. I can't spend all day tiptoeing around him.*

Principal: *I know this is hard, but we're all here to develop a plan to help you out. I met with Jeff's mother this morning and that situation is very difficult. Let me fill you in on some of Jeff's background . . . .*

Counselor: *Jeff is one of those kids who is going to need a lot of assistance from all of us. One of the first things we can do is to identify how to respond to him. I think the hardest thing on all of us is not knowing what to do.*

d. Identify positive student behavior, minor misbehavior, and severe misbehavior.

STUDENTS WHO EXHIBIT severe misbehavior usually engage in a series of minor misbehavior that culminates in disruptive behavior. When working with these students, it is critical for teachers to respond consistently and appropriately. Unfortunately, this is very difficult. It is easy to tolerate lots of minor misbehavior early in the day. Sometimes a teacher will avoid dealing with a minor misbehavior to avoid a more severe episode with a student. Sometimes, out of kindness, it seems easiest to "give the student a break."

Unfortunately, as the day progresses, patience runs thin and irritation increases until relatively minor misbehavior is eventually viewed as severe misbehavior. This is the proverbial straw that breaks the camel's back, and the teacher imposes a consequence on the same behavior that had been ignored or tolerated earlier. When a student is treated inconsistently, he learns that it is okay to misbehave *sometimes*. Inconsistency sabotages efforts to teach the student to behave appropriately. When the teacher is inconsistent, the student will experiment to see what will happen.

To increase consistency in handling challenging students, a list of appropriate behavior, mild misbehavior, and severely disruptive misbehavior should be developed, as follows:

- Appropriate Behavior: Behavior that reflects student responsibility, including special strengths and abilities.
- Mild Misbehavior: Behavior that annoys, but does not prevent the teacher from teaching.

- Severely Disruptive Behavior: Behavior that prevents the teacher from conducting a lesson and interferes with the learning of others.

i. **Identify appropriate behavior—the student's strengths and positive behavior.**

This may be difficult when working with a very challenging student. However, it is important to recognize that every student has times when he behaves responsibly. No student is a problem 100% of the time. Ask, "What does the student do well? When the student is not misbehaving, what is he doing? Are there activities that the student participates in appropriately?" Think about a fairly good day and describe what makes it good. Identifying the student's strengths and positive behavior will help staff capitalize on what the student has going for him, instead of continually dwelling on the problems.

ii. **Identify every type of misbehavior the student has engaged in, regardless of how trivial.**

This exercise should result in the teacher's identifying any behavior that may add to the teacher's feelings of annoyance and general irritation. Ask, "What else does he do? Are there other ways he disturbs the class? What little things contribute to the problems?"

iii. **Using the list of misbehavior, categorize each one as a minor misbehavior or a severe misbehavior.**

It is sometimes difficult to view mild misbehavior as minor. However, if severe misbehavior receives the same response as minor misbehavior, students soon learn that severe misbehavior is "no big deal." If consequences for making annoying noises are the same as those for overt defiance, the student learns that being defiant is no more severe than making annoying noises. The fewer the types of behavior placed in the severe category, the easier it will be to communicate to the student and parent(s) that severe misbehavior will not be tolerated in the school setting. Placing minor misbehavior in that same category waters down the message.

Principal: *Unfortunately, we have had a number of students in our building who have had problems like Jeff's. We've learned something helpful from each student. Sometimes we've had pretty good luck at taking care of the problem in the student's classroom; a few times we've had to refer a student to special education. I really hope that we can help Jeff. He's a young kid in a tough home situation. One of the things that's helped us in the past is to identify behavior as falling into three different categories. We'll identify appropriate behavior, mild misbehavior, and severe misbehavior. Probably the biggest distinction between mild and severe misbehavior is whether or not you can keep teaching.*

Teacher: *That won't be easy to do. It's hard for me to know when he's just fooling around. Things escalate so fast. This last time Jeff just exploded. The first time Jeff was pretty annoying all day long. It was like he was trying to push me into yelling at him.*

Principal: *You are very perceptive. I'm sure you are probably right. Let's begin by trying to figure out what Jeff does right. Then we'll look at his misbehavior, and work together to categorize those as either "minor" or "severe."*

Figure B-1 shows the results of the group's brainstorming and categorization of Jeff's behavior.

Figure B-1

Responsible Behavior & Student Strengths	Minor Misbehavior	Severe Misbehavior
Participates in music	Argues	Yells obscenities
Completes work	Taps pencil to annoy	Will not stop arguing
Stays on task	Pokes other students	Overtly defies the teacher by refusing to comply
Acts pleased when praised	Makes rude or snide comments	
Strong in sports, athletic	Disgusting noises	
Humorous	Tears up papers	
Imaginative Writing	Laughs inappropriately	

e. Establish procedures to focus on appropriate student behavior and strengths.

WHEN A STUDENT has severe behavior problems it is often difficult to give the student attention or recognition for appropriate behavior. Because the student usurps so much time and energy when he is misbehaving, it is difficult to give him more attention when he is being responsible. Unfortunately, this results in the student's learning again and again that adult attention is guaranteed during misbehavior and highly unlikely when engaging in appropriate behavior. When this occurs, misbehavior increases and responsible behavior decreases.

Once the list of the student's strengths and responsible behavior has been generated, the classroom teacher will need to try to focus her attention on the things the student does well. Brainstorm a list of ways to focus attention on appropriate behavior and then check those items the teacher feels will be manageable.

Principal: *Now that we've got a better idea of what Jeff does, we can think about how to respond. It's critical to figure out what to do when he flips out, but first I want to think about directing our attention to things he does well. Let's brainstorm a list of things we might do to highlight the positive things this kid does.*

Counselor: *I'm actually quite impressed with his strengths. Let's put on the list having him be a tutor for the special education teacher.*

Teacher: *Jeff really likes sports, but I don't think he participates on any team. Do you think there's any chance of getting him on one?*

Principal: *Let's put it on the list.*

At the end of three minutes the group has generated the following list. The teacher has identified things she is willing to do, and the principal and counselor have marked things they would be willing to do.

- Tutor for special education students—counselor will check into
- Participation in after-school sports—principal will look into
- Scrapbook of work well done—principal will get together with Jeff once each week to review academic work and to set up a scrapbook
- Principal stopping by the classroom, with a stop at Jeff's desk when he's doing well—principal will do this once a week
- Special job first thing in the morning—teacher will assign
- Increase positive interactions—teacher will work on
- Set up a special time to read jokes with Jeff—teacher will do once a week
- Special recognition award for academic success—teacher will distribute

f. Arrange in-class consequences for minor misbehavior.

USING THE LIST of minor behaviors, determine how the teacher should respond.

Figure B-2 shows the consequences identified by the teacher, principal, and counselor for responding to Jeff's minor misbehavior.

Figure B-2

Minor Misbehavior	Consequence
Argues	Ignore
Taps pencil to annoy	Ignore
Pokes other students	In class time-out, not allowed to be around others
Makes rude or snide comments	Ignore
Disgusting noises	Ignore
Tears up papers	Redo
Laughs inappropriately	Give feedback

i. **Misbehavior designed to get attention should be ignored if possible.**

Attention-getting misbehavior is fueled by attention. To ignore this behavior, the teacher will need to act as though she has not heard or seen the behavior. Sometimes this means that the teacher will have to work very hard at staying physically relaxed. A rigid body response, or a even a look, can be reinforcing to a student who craves attention.

If student misbehavior is being reinforced by peer attention, the class may need to be taught to ignore inappropriate behavior. If so, a class discussion should be held to discuss the importance of goals, and how the class needs to help each other meet their goals. With this established as background, the teacher should share the target student's strengths and goals for the year, and then define behavior that peers will need to ignore. Role playing may be useful so students can practice how to ignore inappropriate behavior. Throughout the discussion, students need to be reminded that their cooperation and maturity are appreciated and that they should take pride in their ability to help each other.

Focusing a class discussion on the problems of one student must be handled with great care and sensitivity. If the class needs to be taught to ignore the inappropriate behavior of an individual, professional judgment should be used to determine whether the student should be present during the discussion. For some students, it would be appropriate to ask them if they would like to be present. For other students, the decision should be made by an adult. If the student is not to be present, he should be told that his classmates will be helping him meet his goals by ignoring behavior that is not appropriate in the classroom. If the student has any questions or concerns about the class discussion, they should be answered truthfully. During the discussion, the student can be invited for an ice cream break with the principal or counselor. Time out of the classroom during a discussion should be pleasant and supportive.

ii. **Misbehavior that the student may not realize is unacceptable should be corrected with information.**

If the student doesn't understand that a behavior is inappropriate, it is important to provide the student with that information. If the student is unaware of rude or critical comments, he will need feedback. "Jeff, that comment was hurtful." This type of feedback should be given to the student in a calm, quick, and private manner.

iii. **Minor misbehavior that cannot be ignored should be dealt with by using an in-class consequence.**

This demonstrates to the student that if he chooses to engage in inappropriate behavior, there will be a consequence for that choice. If the misbehavior cannot be ignored and is clearly understood by the student, identify a consequence that fits the misbehavior. For example, if the student tears up his own paper, he should have to redo it. If he tears up someone else's paper, he should repair the student's paper and write an apology. (The student whose paper was destroyed should be allowed to turn in his torn paper with no adverse consequences.) If the student destroys school property, he should be required to replace the materials, or be given work to earn the funds necessary to replace the materials.

g. Arrange out-of-class consequences for severe misbehavior.

USING THE LIST of severe misbehaviors, determine how the teacher should respond.

Figure B-3 shows the consequences identified by the teacher, principal, and counselor for responding to Jeff's severe misbehavior.

Figure B-3

Severe Misbehavior	Consequence
Yells obscenities	• Intervene early • Stop, think, redirect • If needed, call the office for out-of-room time-out
Will not stop arguing	• Intervene early • Stop, think, redirect • If needed, call the office for out-of-room time-out
Overtly defies the teacher by refusing to comply	• Intervene early • Stop, think, redirect • If needed, call the office for out-of-room time-out

i. Develop procedures to ensure that no one is in a physically dangerous situation.

If such a situation exists, see Intervention A: *Managing Physically Dangerous Behavior.*

ii. Determine how the teacher should respond to the student who is engaging in severe misbehavior.

When the student is out of control or beginning to escalate into out of control behavior, the teacher should calmly tell the student to stop and then direct him to do something else. If the student does not stop the misbehavior, the teacher should immediately summon help and direct the attention of the other students elsewhere.

Counselor: *Mrs. Fogel, now we need to determine what you will do if Jeff begins to exhibit severe misbehavior. If at all possible, intervene before he is totally out of control. For example, this morning do you remember what happened first?*

Teacher: *Yes, I asked Jeff to put his papers away and he pushed them onto the floor and shouted something about hating school.*

Counselor: *That's the point at which you want to intervene. As soon as he is moving into that highly charged behavior, you want to say very calmly, "Jeff, stop. Think about your choices here. I want you to _____." Your directions might have him pull out a book and read* *for ten minutes. It might be to get his notebook out and begin working on math. You could tell him to get a drink. The point is to get him to do something that would save him from humiliating himself. You want to try to get him to break the chain of increasingly agitated behavior.*

Teacher: *I can see your point. I tried to tell him to stop, but that was after he had already lost it.*

Counselor: *Telling him to stop earlier and redirecting him may not work, but Jeff needs to hear the same consistent response as early as possible. We eventually hope to teach him to pull back before he is totally out of control.*

Principal: *If Jeff does not stop immediately, then we'll have you call the office and someone will come immediately to remove Jeff. So, our next job is to figure out who will help you and where Jeff will go.*

iii. Establish an out-of-the-room location where the student can be sent if severely disruptive behavior occurs.

When a student engages in severe behavior that is not physically dangerous, an out-of-class consequence is often necessary but still not desirable. The student must not be allowed to unduly detract from the learning of other students. On the other hand, removal of the disruptive student may result in his increasing the frequency of the severe misbehavior.

If an out-of-class consequence is required, carefully follow the remaining steps in this intervention booklet to ensure that improvement occurs. Remember that *getting the student out of the classroom is a temporary measure that will not solve the problem in and of itself.* When selecting a location for an out-of-class consequence, three criteria should be carefully weighed:

- The location should be supervised. Unsupervised locations create the risk of the student leaving the building, destroying property, or hurting himself.
- The location should be dull. A busy environment may provide a place that is more interesting to the student than the classroom.
- The location should allow a carefully orchestrated transition back into the classroom. Before the student returns, someone will need to help him identify what he did that was inappropriate and what he might do differently in the future.

Advantages and Disadvantages of Various Out-of-Class Consequences

- Hallways

Moving a disruptive student into the hallway is a very weak option because the student is unsupervised. While out in the hall, who is responsible for the student? What are the liability issues if the student runs away and is injured, or hurts another student?

Hallways are also not boring enough. If other students are in the hallway, the misbehaving student is on display. This can result in the student's being teased or ostracized, or result in the student's being able to set himself up as a negative hero. "Look how BAD I am. I got sent to the hallway."

Finally, if the teacher places a student who has engaged in severe misbehavior in the hallway, the teacher will need to transition the student back into the classroom. If the misbehavior is upsetting, it may be very difficult to calmly ask the student to clarify what he did and to identify how he might behave differently in the future.

- Sending the student home

At first glance, sending the student home may seem like a logical consequence and the best possible option when a student engages in severe misbehavior. In an ideal situation, a parent is contacted and immediately comes to the school to pick up the student. The student is then taken directly home and not allowed to watch TV, listen to the radio or tapes, read, draw, or play, etc. The child is bored. Later that evening, the parent(s) and child have a serious conversation about the importance of school. The parent(s) let the child know the consequence for this and future problems. The child learns that his parent(s) are deeply disappointed.

Unfortunately, when a child has serious behavior problems, this scenario may be far from reality. It may not be possible to reach a parent immediately. Some parents will not or cannot supervise a student who has been sent home. Some parents will sympathize with the child and talk about "those *'blankety-blank'* teachers and that principal—she doesn't know what she's doing." Other children may be physically abused as a punishment for their misbehavior.

- Sending the student to the office

The office meets the criterion of adequate supervision, but is hardly a dull place. A major drawback is that the office may be the most stimulating environment in the whole school. The student may thoroughly enjoy watching the secretary work, listening to the intercom, greeting the copy machine repairman, and so on.

These kinds of problems can sometimes be circumvented if a relatively quiet space can be created. For example, it may be possible to position a study carrel in the quietest corner of the office so that the student is visually shielded from the high traffic areas.

- Sending the student to another classroom

  Other classrooms may serve as an out-of-class placement. This choice is an option if the alternative classroom is composed of very mature students who are not easily distracted, and who will ignore the student. If this option is selected, arrangements must be made in advance with another classroom teacher. The cooperating classroom teacher should tell his or her students that they may have another student join their class once in awhile. If this occurs, their job will be to simply provide a quiet space. The class is expected to ignore the student and continue working. The teacher should explain that sometimes people need a place to get away and think. They will be helping others by providing that space.

  If the student engages in severe misbehavior, he is escorted to the alternative classroom and takes a preassigned seat in an unobtrusive location. The other classroom teacher should continue teaching her class without interruption.

  This option is not intended to embarrass the student who has engaged in a severe misbehavior. Avoid sending an older student to a classroom of very young children.

- Use of a time-out room or in-school suspension

  Time-out rooms can work very well if a school has the space, as well as personnel to supervise the room. A time-out room is generally supervised by a trained assistant who does not interact with the student until he is ready to be transitioned back into the classroom.

  Though out-of-class placements have inherent problems they may be necessary. When used, be aware that out-of-class placements are only temporary *responses* to misbehavior. It is highly unlikely that the consequence alone will change the behavior.

Counselor: *We can begin by figuring out how to get Jeff out of the classroom if he loses it again. My waiting room is a possibility. It tends to be a busy place, but I'd be willing to give it a try.*

Principal: *I think there are too many kids coming and going. The office presents the same problem*

Counselor: *Maybe we could check to see whether the nurse would mind us using the health room.*

Principal: *Let me check. If that isn't an option, we can see about using the supply room next to my office. It's pretty busy, but it might work.*

Teacher: *I like the idea of having a place to send Jeff, but how do we get him there? I don't think he's going to go on his own steam when he's so out of control.*

iv. Establish a plan for receiving adult assistance immediately.

This plan should include a list of staff members who could go quickly to the classroom and escort the student to the appropriate location. The first person might be the principal. If the principal is out of the building, the next person might be the counselor. If the counselor is unavailable, it might be the teacher in the room next door whose own room could be covered briefly by a member of the office staff. Each staff member should be trained to calmly get the student's attention and tell him that they will go together to the out-of-class placement. If the student fails to comply, the staff member should quietly ask the student if he will need assistance. If the student fails to respond or comply, a gentle physical prompt—taking the student by the arm—can be attempted if school and board policy permit. If the student does not respond appropriately, there are only three options remaining:

- The student can be physically removed if the staff member is large enough and the student small enough.
- Another adult can be called for assistance to physically remove the student.
- The other students can be removed from the room.

If any of these options must be considered, staff should carefully study Intervention A: *Managing Physically Dangerous Behavior* to develop contingency plans.

v. **Develop procedures for transitioning the student back into the classroom.**

How long should the student stay in the out-of-class placement?

While the student is in the out-of-class placement, he should be directed to wait quietly. The length of time to spend in the alternate setting should be predetermined. For example, from the time the student is calm, he may owe a certain number of minutes. Or, if the infraction occurs in the early morning, he may need to wait in the out-of-class placement until the end of morning recess. If the severe misbehavior occurs after morning recess, he may need to eat his lunch in the out-of-class placement and remain there until lunch recess is over.

How will the student be returned to his classroom?

Determine who will discuss the severe misbehavior with the student and escort him back to class. At the designated time, the student should discuss with an adult what happened and how he can avoid future outbursts. This should be written down by the student if the student can write easily. If not, the adult should transcribe what happened and what the student could do differently in the future.

The student may also be required to fill out a "Behavior Improvement Form" (see Figure B-4). If time permits, the adult might role play the problem situation with the student and have the student act out appropriate responses. When the student reenters the classroom, he should give the teacher the written notes or the "Behavior Improvement Form." The teacher should quietly acknowledge the student's return and act as though they were starting a new day.

Figure B-4

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. **What was your behavior?**

2. **What did you want? (Check at least one.)**

- ☐ I wanted attention from others.
- ☐ I wanted to be in control of the situation.
- ☐ I wanted to challenge the teacher's authority.
- ☐ I wanted to avoid doing my work.
- ☐ I wanted to be sent home.
- ☐ I wanted to cause problems because I am miserable inside.
- ☐ I wanted to cause others problems because they don't like me.
- ☐ I wanted revenge.
- ☐ I wanted____________________________________.

3. **Did you get what you wanted?** Yes ☐ No ☐
Why?

4. **What could you do differently?**

5. **Will you be able to do it appropriately?** Yes ☐ No ☐
Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Source: Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior.* Eugene, OR: Behavior Associates.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

vi. **As planning is completed, carefully explore circumstances that might arise by asking "what if" questions.**

For example, if the student is to go to another classroom and the teacher is absent, what will happen? Who will transition the student back to class if the responsible staff member is out of the building? A careful discussion of the plan can increase the probability of success.

h. Set up a record-keeping and evaluation system.

FROM THE ONSET of the problem, situations involving major or severe misbehavior should be recorded. Include the following information:

- Date and time of day;
- Location;
- Adult(s) who were supervising at the time of the incident;
- Events that occurred prior to the incident;
- A detailed description of the student's behavior during the incident, including the duration of the episode and student's specific behavior;
- Action(s) taken by staff;
- Consequences implemented (if any); and
- Action(s) taken to minimize future occurrences.

The classroom teacher should be asked to provide her own account of each incident as soon as possible. Notes from this debriefing can be recorded in an anecdotal log by the administrator. This process can provide the teacher with an opportunity to talk through incidents that are likely to be disturbing. When the log is used over a period of time and several disruptions from a student are recorded, the information can be summarized to help determine the severity of the problem and whether the procedures being used are helping the student improve.

i. Review the plan, and identify the roles and responsibilities of all staff members involved.

DETERMINE WHICH STAFF members should be contacted, training that may be needed, and who will assume responsibility for these tasks.

j. Determine who will meet with the student to discuss the temporary plan.

DETERMINE WHO WILL discuss the plan with the student, who should be present, and when the discussion will take place. In most cases, the parent(s) should be invited. The classroom teacher should be present and at least one other staff member.

The conference should be scheduled at a neutral time—not immediately following a disruptive incident. All parties need to be able to calmly discuss problems and plans. The conference should provide the student with a sense that he can be successful and that the plan will help him improve.

Principal: *I am very happy with our plan. You've all worked very hard on this and I think it will give us a good start. We will all be doing things to help focus on Jeff's strengths and abilities, and we know what to do now when he misbehaves. Mrs. Fogel, I know that much of this is going to fall on your shoulders and I truly appreciate your cooperation. Now, we need to decide when we will discuss this plan with Jeff and who will participate in the discussion.*

Counselor: *I don't think Jeff should go back to his classroom until all of this has been cleared up.*

Principal: *Yes, Jeff will report to the office in the morning. His mother said that she would bring him to me. Mrs. Barron, could you take Mrs. Fogel's class for her some time in the early morning? I think she needs to be part of the discussion.*

Counselor: *Yes, I could take her class at 9:00.*

Mrs. Fogel: *That's great. My class goes to music at 9:30. I don't know how long this will take, but that would give us a buffer. I had a movie planned for the afternoon, but we could move it to the morning.*

Counselor: *What about involving Jeff's mother?*

Principal: *I'll ask her in the morning if she would like to be present. She is under a lot of stress, so I'll ask, but I won't push.*

Step 2 Meet with the student to discuss the temporary plan.

a. Discuss the problem with the student.

CALMLY EXPLAIN TO the student that everyone would like to help him be successful in the classroom. Review the student's strengths and positive behavior. Then have the student assist in describing the problem. During the discussion, try to gently help the student take ownership of the misbehavior.

Principal: *Jeff, Mrs. Fogel agreed to meet with us this morning. She has shared with me that you are a very good student. I even have some of your work here and I am very impressed with your writing. We see a lot of potential in you and would like you to have a successful third grade year with us. What do you think?*

Jeff: (Shrugs.)

Principal: *Can you tell us what happened yesterday?*

Jeff: *I don't know.*

Teacher: *Can I help you, Jeff? Do you remember what you did when I asked you to clear off your desk and put your papers away?*

Jeff: *Yeah, I threw them on the floor.*

Teacher: *Yes, and then what?*

Jeff: *I yelled some things. Big deal.*

Teacher: *Yes, and the other kids looked at you. Did you feel embarrassed?*

Jeff: *Yeah! They had no right to stare at me!*

Teacher: *You know, Jeff, we'd like to help you out. If you yell at people like that, they are going to stare. If you behaved like that on a city bus, what would happen?*

Jeff: *People would stare.*

Teacher: *Yes, I think so. Would you like some help? Yesterday, I was very upset, and wanted you out of my class. But, I talked with Ms. Marshfield and Mrs. Barron last night for a long time and finally came up with a plan to help you. I'm convinced it will work. We'll all have to work hard, but I think you are worth it. I want you to stay in my class, Jeff. You have a great sense of humor. You are good in music and writing. I like you and would miss you.*

Jeff: *(Shrugs.)*

Principal: *Let me explain our plan. We made a list last night of things that you do very well, as well as some minor misbehavior that Mrs. Fogel has noticed and severe misbehavior. Severe misbehaviors are ones that cannot be tolerated in a classroom. Do you know what that means?*

Jeff: *Yeah. It means you won't put up with it.*

Teacher: *Yes, that's right. Severe misbehaviors are things that you might do that would result in your having to leave our class. We have set up a place for you to go. This is how it will work if you do any of the things on the list . . . .*

The teacher, principal, and Jeff continue discussing the procedures for dealing with severe misbehavior, how mild misbehavior would be handled, and ways that they would like to help Jeff focus on the things he does well. Throughout the discussion, the adults try to engage Jeff as much as possible.

b. Review everyone's roles and responsibilities.

BEFORE CONCLUDING THE discussion, review everyone's responsibilities. Make sure the student understands the expectations and procedures. This can be accomplished by asking gentle questions, such as "What will happen if . . . ?"

c. Conclude the meeting with words of encouragement.

Step 3 Implement the temporary plan.

a. Get started.

b. Set up a series of observations and conferences with the classroom teacher.

ONCE THE TEMPORARY plan is in place, it is important to follow up with support for the classroom teacher and student. This should involve a series of observations and conferences for a more in-depth look at the severity of the misbehavior.

Severe misbehavior involves screaming, streams of abusive language, defiant or disrespectful behavior, or behavior that physically interferes with other students. Mild misbehavior tends to be aggravating, but not overly disruptive. Because teaching involves hundreds of complex interactions with students, teachers sometimes view chronic mild misbehavior as severely disruptive behavior. Mild misbehavior should *not* be dealt with in the same manner as severe misbehavior. If behavior is not highly disruptive, the student should be taught appropriate behavior through the use of mild classroom consequences and proactive strategies for encouraging student responsibility.

Because a teacher's perception of a student's behavior may be adversely affected by a personality conflict or amplified because of other stresses, it is generally recommended that the student be observed in the classroom environment by someone who can provide a more objective viewpoint. Though the problem may be perceived and initially described as severely disruptive behavior, it may ultimately be identified as something entirely different. It is critical to correctly identify a problem in order to select an appropriate and effective intervention. See the *Interventions Procedural Manual* for information on observations, identifying the problem, and selecting interventions.

c. Provide ongoing support for the teacher.

THE CLASSROOM TEACHER who is dealing with a student exhibiting severely disruptive behavior needs to know that other staff members will provide ongoing support and assistance. The temporary plan outlined above suggests several procedures to provide such assistance. The weekly entry in the anecdotal log, described in Step 1h, provides both a permanent record and an opportunity for the teacher to regularly debrief about the student's progress and problems. Meeting with a Student/Staff Support Team (SST) to develop a more in-depth plan will also assist the teacher. Having staff members willing to remove the student if needed provides back-up support, and the comforting knowledge that the situation will never be entirely out of control.

Working on a daily basis with a severely disruptive student can be extremely stressful. The more others can assist, the less pressure the teacher will be under as she tries to help the student while educating her whole class.

d. Provide ongoing support for the student.

UNTIL A MORE comprehensive plan is developed, an adult should check in frequently with the student to see how things are going. Students who have problems with severe misbehavior need continual assurance that adults will be consistent and supportive, even when the student displays disruptive behavior.

e. **Meet within one week to evaluate student behavior and establish a long-range plan.**

THIS INTERVENTION PROVIDES temporary relief for a difficult situation while a more proactive plan is being developed. As soon as possible, conduct the series of observations and use all the information gathered to develop a more comprehensive, long-term plan. (See the *Interventions Procedural Manual* for information on using the "Intervention Decision Guide" form ["IDG"].) Any of the following interventions may be implemented to assist the student:

Intervention D: *Academic Assistance*
Intervention E: *Restructuring Self-Talk*
Intervention F: *Signal Interference Cueing*
Intervention G: *Mentoring*
Intervention H: *Self-Control Training*
Intervention I: *Goal Setting and Contracting*
Intervention J: *Teaching Desired Behaviors*
Intervention K: *Self-Monitoring*
Intervention L: *Structured Reinforcement Systems*

Plans may also involve the following interventions to assist the teacher:

Intervention M: *Managing Stress*
Intervention N: *Classroom Management Strategies*
Intervention O: *Increasing Positive Interactions*

Conclusion

Even the most skilled teachers are placed in stressful situations when students are highly disruptive. Invariably, such a situation results in a teacher developing a negative emotional reaction to the student. Depending on the teacher's skill and tolerance levels, and on how long and frequently the disruptive behavior has been exhibited, a major barrier to a successful long-term intervention may be teacher burn out. By the time an intervention is discussed, the student may have openly challenged the teacher or embarrassed the teacher in front of the class. The student may have rejected the teacher's initial attempts to help him. The student *will* have interfered with the learning of other students, and at the very least contributed to a negatively charged classroom environment.

By the time help is requested for such a student, the teacher may be ready to "divorce" that student. If the teacher hopes to get the student out of the room, it may be difficult to set up a plan that will keep the student in the classroom. Early intervention, followed by more intensive planning, is critical. If early intervention has not been provided, it will be important to provide as much assistance to the teacher as possible so the temporary plan will have a chance of success.

The *Managing Severely Disruptive Behavior* plan focuses on initial steps to take when responding immediately to a crisis situation. The primary purpose of the intervention is to reduce classroom disruptions; thus, the intervention is geared to helping the teacher and other students. For this reason it is essential that long-range planning continue after this intervention is in place.

References

Bauer, A.M. & Sapona, R.H. (1991). *Managing classrooms to facilitate learning*. Englewood Cliffs, NJ: Prentice Hall.

Cangelosi, J.S. (1988). *Classroom management strategies: Gaining and maintaining students' cooperation*. Whiteplains, NY: Longman.

Charles, C.M. (1989). *Building classroom discipline: From models to practice* (3rd ed.). Whiteplains, NY: Longman.

Colvin, G. (1992). *Managing acting-out behavior: A staff development program*. Eugene, OR: Behavior Associates. (Distributed by Sopris West, Longmont, CO.)

Colvin, G. & Sugai, G. (1989). *Managing escalating behavior* (2nd ed.). Eugene, OR: Behavior Associates.

Emmer, E.T., Evertson, C.M., Sanford, J.P., Clements, B.S., & Worsham, M.E. (1984). *Classroom management for secondary teachers*. Englewood Cliffs, NJ: Prentice Hall.

Evertson, C.M., Emmer, E.T., Clements, B.S., Sanford, J.P., & Worsham, M.E. (1984). *Classroom management for elementary teachers*. Englewood Cliffs, NJ: Prentice Hall.

Kerr, M.M. & Nelson, C.M. (1989). *Strategies for managing behavior problems in the classroom* (2nd ed.). NY: Macmillan.

Morgan, D.P. & Jenson, W.R. (1988). *Teaching behaviorally disordered students: Preferred practices*. Columbus, OH: Merrill Publishing.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Sprick, R.S. (1981). *The solution book: A guide to classroom discipline*. Chicago: Science Research Associates.

Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem by problem survival guide*. West Nyack, NY: Center for Applied Research in Education.

Sprick, R.S., Sprick, M.S., & Garrison, M. (1993). *Foundations: Establishing positive discipline policies*. Longmont, CO: Sopris West.

Wolfgang, C.H. & Glickman, C.D. (1986). *Solving discipline problems: Strategies for classroom teachers*. Newton, MA: Allyn and Bacon.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Managing Severely Disruptive Behavior*. These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 **Develop an immediate plan.**

	Notes
a. Quickly gather as much background information as possible.	
b. Contact the student's parent(s) or guardian.	
c. Meet immediately with appropriate staff members to design temporary procedures.	
d. Identify positive student behavior, minor misbehavior, and severe misbehavior. i. Identify appropriate behavior—the student's strengths and positive behavior. ii. Identify every type of misbehavior the student has engaged in, regardless of how trivial. iii. Using the list of misbehavior, categorize each one as a minor misbehavior or a severe misbehavior.	
e. Establish procedures to focus on appropriate student behavior and strengths.	
f. Arrange in-class consequences for minor misbehavior. i. Misbehavior designed to get attention should be ignored if possible. ii. Misbehavior that the student may not realize is unacceptable should be corrected with information. iii. Minor misbehavior that cannot be ignored should be dealt with by using an in-class consequence.	
g. Arrange out-of-class consequences for severe misbehavior. i. Develop procedures to ensure that no one is in a physically dangerous situation. ii. Determine how the teacher should respond to the student who is engaging in severe misbehavior.	

The Summary Record (cont'd)

		Notes
iii.	Establish an out-of-the-room location where the student can be sent if severely disruptive behavior occurs.	
iv.	Establish a plan for receiving adult assistance immediately.	
v.	Develop procedures for transitioning the student back into the classroom.	
vi.	As planning is completed, carefully explore circumstances that might arise by asking "what if" questions.	
h.	Set up a record-keeping and evaluation system.	
i.	Review the plan, and identify the roles and responsibilities of all staff members involved.	
j.	Determine who will meet with the student to discuss the temporary plan.	

Step 2 Meet with the student to discuss the temporary plan.

		Notes
a.	Discuss the problem with the student.	
b.	Review everyone's roles and responsibilities.	
c.	Conclude the meeting with words of encouragement.	

Step 3 Implement the temporary plan.

		Notes
a.	Get started.	
b.	Set up a series of observations and conferences with the classroom teacher.	
c.	Provide ongoing support for the teacher.	
d.	Provide ongoing support for the student.	
e.	Meet within one week to evaluate student behavior and establish a long-range plan.	

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. What was your behavior?

2. What did you want? (Check at least one.)

☐ I wanted attention from others.
☐ I wanted to be in control of the situation.
☐ I wanted to challenge the teacher's authority.
☐ I wanted to avoid doing my work.
☐ I wanted to be sent home.
☐ I wanted to cause problems because I am miserable inside.
☐ I wanted to cause others problems because they don't like me.
☐ I wanted revenge.
☐ I wanted________________________________.

3. Did you get what you wanted? Yes ☐ No ☐
Why?

4. What could you do differently?

5. Will you be able to do it appropriately? Yes ☐ No ☐

Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Source: Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior*. Eugene, OR: Behavior Associates.

INTERVENTION C

Planned Discussions

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

The student may not know what is expected.

Planned Discussions

To assist **STUDENTS** with problems associated with:

- Minor, But Potentially Annoying Misbehavior
    - Tattling
    - Hypochondria
    - Immaturity
    - Perfectionism
    - Disorganization
    - Sloppy work
- Moderate Misbehavior in the Early Stages
    - Poor listening skills
    - Dependency
    - Arguing
    - Disruptive behavior
    - Tardiness/absenteeism
- Chronic or Severe Problems as Part of a Total Plan
    - Destroying property
    - Aggression/fighting
    - Tantrums
    - Stealing
    - Cheating

Introduction

In *Planned Discussions*, an adult and student engage in a discussion and develop a plan for resolving a particular problem. Planned discussions occur at a neutral time. They are scheduled in advance, have an agenda, and are free from distractions and interruptions.

Planned discussions may have a positive impact with students whose language skills are sophisticated enough to understand a discussion. For minor problems, or during the early stages of a moderate problem, this intervention may be sufficient in and of itself. For severe or chronic problems, planned discussions should be part of a broader plan to help students.

Rationale

Because *Planned Discussions* is a simple intervention, it is often overlooked. In busy classrooms, teachers are continually interacting with students—praising, reprimanding as needed, talking with students, providing instruction and guidance. When problems occur, teachers often feel that they have discussed the problems with students, yet all too often the students have not been active participants.

For example, "Susan, leave Sam alone and get back to work . . . . Susan, keep your hands to yourself . . . . Susan, move to the back of the line . . . . It is very important for you to keep your hands and your feet to yourself . . . . Susan, if you are going to pick on the other children, you will need to stay in during recess . . . ." Though Susan's teacher may feel that she has discussed the problem, Susan may actually be unaware of a problem. If the student is from a home where interactions are primarily negative, or if the student has a long history of behavior problems, all the reprimands and consequences represent just another day in a rather unpleasant environment. The purpose of a planned discussion is to let students know there is a problem, to get them actively involved in problem solving, and to let students know that the teacher is there to help them learn and grow.

Planned discussions are low in structure, but should be one of the first steps in any intervention design. When a series of planned discussions is conducted as an early intervention, the need for more intensive interventions may be circumvented.

The Summary

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Identify the problem(s) and establish a focus.

- **a.** Identify the problem(s).
- **b.** Establish a focus.
- **c.** Determine who should participate in the discussion.
- **d.** Schedule the discussion for a neutral time.
- **e.** Make an appointment with the student to discuss the problem(s) or concern.

Step 2 Meet with the student to discuss the problem(s).

- **a.** Work with the student to define the problem(s) or concern.
- **b.** Brainstorm actions that the student and adult(s) can take to help the student solve the problem.
- **c.** Set up an informal action plan.
- **d.** Schedule a follow-up meeting.
- **e.** Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

- **a.** Encourage student efforts.
- **b.** Meet periodically with the student to discuss progress and adjust the action plan as necessary.
- **c.** Determine whether more structured interventions are required.
- **d.** Provide continued follow-up, support, and encouragement.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Identify the problem(s) and establish a focus.

a. Identify the problem(s).

BEFORE HAVING A serious but informal discussion with a student, define for yourself the central problem. Clarify how pervasive the problem is and whether other intervening factors should be considered. Consider where the problem occurs, when it occurs, and how often. Is the problem related to certain situations or more likely to occur with certain people? Is the problem potentially related to an academic problem?

Mr. Anderson is concerned about Joey, a fourth grade student in his class. Joey is easily distractible, rarely concentrating longer than five or ten minutes on any assignment. He talks to other students, plays with anything he can find, taps his pencil, and gets up and down from his seat. Mr. Anderson decides to talk with Mrs. Gaske, the consulting teacher in the building. Perhaps Joey has an attention deficit disorder.

During their discussion, Mr. Anderson and Mrs. Gaske identify things that have already been tried. Mr. Anderson has tried gentle reminders, praising Joey for responsible behavior, keeping him in at recess to finish his work, and calling his parents. They also establish that Joey's poor work habits seem to be pervasive, in all academic subject areas.

After talking with his parents, Mr. Anderson finds that Joey has an older sister who does very well in school and that Joey doesn't seem to feel that he can compete. His parents are worried and help him with homework.

Mr. Anderson feels that Joey is fairly average in his abilities and is capable of doing his work, but just can't stick with it. When Mr. Anderson stands next to him, Joey is able to do his work and the quality of the work is satisfactory. Mr. Anderson and Mrs. Gaske decide that it would be worthwhile to discuss the problem with Joey and his parents. Then if no improvement is seen, they can meet again to consider a more intensive intervention.

b. Establish a focus.

IN SOME CASES the presenting problem is a simple problem such as off-task behavior, work completion, interactions with other students, or problems with authority. However, many students with behavior problems have a set of interrelated difficulties. When this is the case, limit the scope of what you hope to accomplish. Introducing too many concerns at one time can increase a student's sense of inadequacy and reduce the likelihood of success.

c. Determine who should participate in the discussion.

IF THE PROBLEM is relatively mild and in the early stages, the planned discussion should be handled by the classroom teacher. However, if the problem is severe, or has been going on for several weeks, the parent(s) or guardian should be included. If the teacher is distressed or angry with the situation, or seems to need assistance for any reason, the interventionist or someone with an objective view should facilitate the discussion. Finally, with severe problems such as physically dangerous acts or open defiance, an administrator should be included in the discussion.

> Joey's teacher and the consulting teacher decide to have a discussion with Joey and his parents. Mr. Anderson feels that Mrs. Gaske can help facilitate the discussion. Though he is grateful that Joey's parents are very concerned, Mr. Anderson feels that he has difficulty communicating with them.

d. Schedule the discussion for a neutral time.

THERE IS A natural tendency to have a discussion with a student immediately following a problem. Generally, such an interaction with the student takes the form of a "reprimand" rather than a discussion. Emotions may be high, and interactions are likely to be defensive and possibly argumentative. Therefore, discussions should not take place immediately following a problem, but close enough in time for the problem to be relevant. Schedule planned discussions at a time that can be private, unhurried, and free from interruption.

e. Make an appointment with the student to discuss the problem(s) or concern.

MAKE AN APPOINTMENT with the student. Let the student know who will be present, and why you will be meeting. Invite the student to think about the problem. By arranging the discussion for a neutral time, it is obvious that the discussion is not just a reaction to an immediate problem, but a time to work on a plan for the future.

> Teacher: *Joey, I have a problem that I need your help with. I am very concerned about the difficulty you have getting your work completed. I thought you, your mom, and I could talk about ways to help you become more responsible for your work. I've set up an appointment after school. Between now and then, let's both think about ways that we can work on this problem. I've also asked Mrs. Gaske to join us. She has helped a lot of other kids, and I'm sure she'll have some ideas. I am looking forward to this session because I'm sure that we can all come up with a plan.*

Step 2 Meet with the student to discuss the problem(s).

a. Work with the student to define the problem(s) or concern.

CLARIFY THE PROBLEM and encourage the student to share his perspective. From the beginning of the discussion, the student should understand that this is a joint problem-solving session, not a lecture about what the student must do differently. Help the student feel that you are working together by stating the problem from the teacher's perspective. "I have a problem . . ." tends to work better than, "You have a problem . . . ." By avoiding statements that potentially lay blame, it is easier to engage in a productive discussion.

Teacher: *Thank you for joining me today. The reason we're meeting is to help me with a problem. One of my jobs is to help students learn to be good workers and to complete their assignments. I'm not sure how I can help you Joey, so I thought we could all work on this together. Mrs. Gaske is very experienced at helping with these kinds of problems, so she will be guiding our discussion today.*

Consulting Teacher: *I am very happy to be here. Joey is one of my favorite kids. He always has a big smile for me. Joey, can you help us figure out why you have trouble getting your work done?*

Joey: *I don't know.*

Sometimes a student will have a difficult time taking an active part in the discussion. The student will fidget and look genuinely uncomfortable. If this occurs, provide the student with a specific task. This may relieve some of the tension and help the student direct his attention.

Consulting Teacher: *Joey, why don't you look in Mr. Anderson's grade book, and help us figure out how many assignments you are missing. How many did you count?*

Joey: *Eight.*

Consulting Teacher: *Do you know which assignments they are?*

Joey: *Well, some are in math and others in reading.*

Consulting Teacher: *Joey, can you help us figure out why you didn't get your assignments turned in?*

Joey: *I didn't have time to get them done.*

Consulting Teacher: *Why do you think that is?*

Joey: *I just don't have time.*

Consulting Teacher: *Mr. Anderson, perhaps you can help us. Do you think Joey has enough time in class to get his work done?*

Teacher *Yes, in fact, Joey works very hard sometimes, and does get his work in. He accomplishes this about half the time, and he does very well. Joey, other times you tend to find all kinds of things to do. You get up and down, you play in your desk, and chat with the other kids.*

Joey's Mother: *We really want Joey to do well in school. He has had this problem every year. All of his teachers feel that he is capable, but he just doesn't seem to be motivated. One thing I notice is that Joey doesn't like to sit still. Even when he is watching TV, he is up and walking about.*

Teacher: *Joey, during my many years of teaching, I've known a lot of kids who like to move about. I'm actually not worried about that. What I am worried about is your getting your work done. If you had one thing that you would like to change, what would it be?*

Joey: *I guess I'd like to be smarter.*

Teacher: *Smart is kind of an interesting thing. What is smart?*

Joey *I don't know.*

Teacher: *Do you think it means doing well in school?*

Joey: *My sister's smart.*

Teacher: *Does your sister do well in school?*

Joey: *Yeah.*

Teacher: *You can be smart too by learning to work. You can start by finding ways to get your work done.*

b. Brainstorm actions that the student and adult(s) can take to help the student solve the problem.

BRAINSTORMING IS A process that will help the student understand that there are many things that can be done to help him become more successful.

Consulting Teacher: *Now, we can get to the fun part. Let's make a list of all the things that you, Mr. Anderson, and your mom can do to help you stay on task during our independent work times. When we brainstorm, we all come up with as many ideas as we can. Even if they are silly ideas, we will write them down. When we are done brainstorming, we'll look over the list and pick some things we can do. Let's see. Joey, your mom said that it was hard for you to sit for long periods of time. Perhaps we could move your desk to the side so you can stand up while you are working if you feel like it. Does anyone else have some ideas? Joey, think about some things you could do that would help you get to work and keep working.*

Joey: *I guess I could sharpen my pencil before class.*

Teacher: *I could give Joey a checklist and he could keep track of the work he finishes each day.*

Consulting Teacher: *You could work on talking to other kids at recess and not talking during your work times.*

Joey: *I could go to the bathroom after recess.*

Consulting Teacher: *Mr. Anderson could give you a little signal that no one else would know about if he sees you off task.*

Teacher: *Joey's mother could go through his papers with him once each week and put his best work in a scrapbook. This would help Joey see how well he does on the work he completes.*

Consulting Teacher: *We could consider a daily report card home.*

c. Set up an informal action plan.

DISCUSS THE OPTIONS and select actions that are manageable and likely to increase student success. At this level of intervention, it is appropriate to select actions that do not require an extensive amount of time to set up or large amounts of one-to-one time to implement. The primary purpose of a planned discussion is to help the student focus on the problem and to provide the student with specific things he can do to solve the problem.

Consulting Teacher: *This is a great list of things to do. Let's identify the things that would be fairly easy to do. Joey, you may have a much smaller problem than you think you do. You are growing up. You had some terrific ideas of some things you could do that would help you be smarter. Let's put checks by things that any of us could do that would help.*

The group selects the following actions:

- Move desk to side so that Joey can stand and do his work when he wants
- Sharpen two pencils before class
- Checklist of work finished each day
- Talk at recess, not during independent work times
- Go to the bathroom after each recess
- Go through Joey's papers with him and start a scrapbook of best work

d. Schedule a follow-up meeting.

BEFORE ENDING THE discussion, schedule a follow-up meeting. This increases the likelihood that all participants will work seriously on their part of the action plan. When discussions are held, students sometimes find that everyone is very focused for a short time, but soon forgets about it. If the student knows that there will be a sustained effort to resolve the problem, there is a greater sense of accountability. Follow-up is important so that efforts can be recognized and plans revised.

e. Conclude the meeting with words of encouragement.

Teacher: *Joey, I am very encouraged by your participation today. I know that you have had trouble getting your work in in the past and that has been very frustrating. I think you have demonstrated today that you are growing up. You had great suggestions and I know you are willing to work with me.*

Step 3 Implement the plan.

a. Encourage student efforts.

AT THIS STAGE of an intervention, it is important to recognize student efforts on a daily basis. It is not uncommon to see improvement immediately following a discussion, and then to see the student lose momentum. Motivation can be sustained when the teacher gives attention to effort. Each day the teacher should make a conscious effort to privately give the student feedback.

Teacher: *Joey, this morning I noticed several times when you were working hard. I know Karen stopped by your desk, and when she moved on you went right back to work. You also had your pencils ready and finished your math.*

b. Meet periodically with the student to discuss progress and adjust the action plan as necessary.

PLAN TO MEET with the student periodically to keep the momentum going. If things are going well, the student will need recognition for his efforts. If things have improved but additional progress is needed, the teacher and student can discuss ways to continue growing and learning. If the situation has not improved, further discussions can help the teacher and student focus on the need for more structured interventions.

c. Determine whether more structured interventions are required.

IF ADEQUATE PROGRESS is not seen by the classroom teacher, student, and/or parent, a more intensive intervention may need to be considered. This should be viewed as a logical extension of the problem-solving process and should not be seen as failure.

Consulting Teacher: *I'm happy that we could all get back together again. We had a great session last time, and I am looking forward to reviewing. Joey, tell us what you were working on.*

Joey: *Getting my work done.*

Consulting Teacher: *Can you tell us how you're doing?*

Joey: *Okay, I guess.*

Teacher: *We've seen some good improvements in some things. Joey has been remembering to use the restroom after recesses, and he has had his pencils sharpened each morning. Joey, can you tell us how you are doing with your work?*

Joey: (Shrugs.)

Teacher: *Let's have you look at the grade book again. Do you have missing assignments?*

Joey: *Yeah.*

Teacher: *I would like us all to be aware that Joey has made improvements. After our discussion, he got all of his work in. I was very impressed. Unfortunately, since then he has gotten less and less work completed, almost by the day.*

Consulting
Teacher: *In some ways that seems a little discouraging, but in other ways I am very hopeful. Joey, you have demonstrated that you do care about your work, and that you can do it. I think it's just hard to keep it up day after day. Let's see if there are some other things we can do to help you accomplish your goals.*

The Consulting teacher, teacher, and parent meet later to consider designing a more in-depth plan that may involve one or more of the following interventions:

Intervention D: *Academic Assistance*
Intervention E: *Restructuring Self-Talk*
Intervention F: *Signal Interference Cueing*
Intervention I: *Goal Setting and Contracting*
Intervention K: *Self-Monitoring*
Intervention L: *Structured Reinforcement Systems*

d. Provide continued follow-up, support, and encouragement.

WHETHER OR NOT the student is able to improve behavior through planned discussions, follow-up discussions will play an important role in keeping the student involved. If other interventions are needed, planned discussions will play a continuing role. If successful, the student needs to know that his efforts and success are recognized. Without continued support the student may return to old and established patterns of behavior. Though follow-up is generally composed of short, informal discussions with the student, the discussions should be scheduled so they are not forgotten.

Conclusion

Planned Discussions can be either very formal, and almost indistinguishable from goal setting (see Intervention I: *Goal Setting and Contracting*), or very informal—similar to family discussions. Though a logical intervention, it is often difficult for teachers to engage in one-to-one discussions with a single student when they are busy attending to the needs of thirty students.

Because time is the biggest barrier to planned discussions, the teacher may need assistance finding the time needed. Discussions may need to be scheduled before school, after school, or during recess. Sometimes it is possible to schedule a discussion during music, P.E., or library. (However, teachers should never take a student out of someone else's class without prior approval.) If discussion time is difficult to arrange, an interventionist may be able to assist by covering the teacher's class.

If the problem is still in its early stages or relatively simple, planned discussions can also be conducted during class time. When the teacher has provided effective instruction, individuals can be pulled for brief discussions while other students work independently or in small groups.

Because planned discussions require time, it is sometimes hard to justify. However, the time spent may result in an early resolution to a problem, saving tremendous amounts of time, energy, and frustration in the long run.

Planned discussions can help students understand that adults are concerned and interested in them as individuals, and are not adversaries to be mistrusted and challenged. Through discussion, the student can learn to take an active role in helping himself grow and mature. In some cases, a planned discussion may be sufficient to motivate a student. If so, a problem is resolved with very little time and effort. Even when a planned discussion is not sufficient to resolve a problem, it can strengthen any subsequent actions. Discussions should be an integral part of any intervention.

NOTE: The "Discussion Record" form provided in the "Reproducible Materials" at the end of this intervention booklet is an optional tool for conducting discussions. The form formalizes a discussion and is not necessary unless a record of the discussion and a structured method for keeping the discussion focused is desired.

References

Camp, B.W. (1977). Verbal mediation in young aggressive boys. *Journal of Abnormal Psychology, 86,* 145-153.

Cormier, W.H. & Cormier, L.S. (1991). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions.* Pacific Grove, CA: Brooks/Cole.

Durlak, J.A. (1983). Social problem solving as a primary prevention strategy. In R.D. Felner, L.A. Jason, J.N. Moritsugu, & S.S. Farber (Eds.), *Preventive psychology: Theory, research, and practice,* (pp. 31-48). New York: Pergamon Press.

Fagen, S.A. (1981). Conducting LSI: A process model. *The Pointer, 25*(2), 9-11.

Gardner, R.A. (1971). *Therapeutic communication with children.* New York: Science House.

Graham, N. & Singer, M. (Eds.). (1981). Life space interviewing [special issue]. *The Pointer, 25*(2).

Heuchert, C.M. (1983). Can teachers change behavior? Try interviews. *Academic Therapy, 18,* 321-328.

Jensen, A.R. (1966). Verbal mediation and educational potential. *Psychology in the Schools, 3,* 99-109.

Redl, F. (1959). The concept of the life space interview. *American Journal of Orthopsychiatry, 29,* 1-18.

Simon, H. (1980). Problem solving in education. In D.T. Tuma & R. Reif (Eds.), *Problem solving and education: Issues in teaching and research.* Hilldale, NJ: Lawrence Erlbaum.

Skyrms, B. (1986). *Choice and chance: An introduction to inductive logic* (3rd ed.). Belmont, CA: Wadsworth.

Van de Werfhost, F.H. (1986). Temperament and teacher-child interactions. In G.A. Kohnstamm (Ed.), *Temperament discussed: Temperament and development in infancy and childhood* (pp. 141-147). Leiden, the Netherlands: University of Leiden.

VanGundy, A.B. (1987). *Creative problem solving: A guide for trainers and management.* New York: Quorum Books.

Winn, J.A. (1991). An investigation of implementation and student outcomes of instruction for self-regulation through mediated collaborative problem solving. Unpublished doctoral dissertation, Michigan State University, East Lansing, MI.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Planned Discussions.*
These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Identify the problems(s) and establish a focus.

		Notes
a.	Identify the problem(s).	
b.	Establish a focus.	
c.	Determine who should participate in the discussion.	
d.	Schedule the discussion for a neutral time.	
e.	Make an appointment with the student to discuss the problem(s) or concern.	

Step 2 Meet with the student to discuss the problem(s).

		Notes
a.	Work with the student to define the problem(s) or concern.	
b.	Brainstorm actions that the student and adult(s) can take to help the student solve the problem.	
c.	Set up an informal action plan.	
d.	Schedule a follow-up meeting.	
e.	Conclude the meeting with words of encouragement.	

The Summary Record (cont'd)

Step 3 Implement the plan.

		Notes
a.	Encourage student efforts.	
b.	Meet periodically with the student to discuss progress and adjust the action plan as necessary.	
c.	Determine whether more structured interventions are required.	
d.	Provide continued follow-up, support, and encouragement.	

Discussion Record

Student Name__________________________________ Date______________

Discussion Participants____

*D*escribe the problem.

*E*stablish a goal.

*B*rainstorm actions.

*S*elect actions.

- Check selected actions from the brainstormed list.
- Identify who will be responsible for each action.

*N*ext meeting:

Date______________ Time______________

Participants____

INTERVENTION D

Academic Assistance

Marilyn Sprick • Randy Sprick • Mickey Garrison

Copyright © 1993 by Marilyn Sprick, Randall Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Academic Assistance

The student may have an underlying academic problem.

To assist **STUDENTS** with problems associated with:

- Incomplete or Late Work
- Off-Task Behavior
- Poor Motivation
- Disruptive Behavior
    - Frustration
    - Anger or hostility
    - Tantrums
    - "Class clown" behavior
- Shy or Withdrawn Behavior
- Poor Self-Esteem
- Cheating
- Lying or Stealing

Introduction

Academic Assistance provides procedures for informally assessing students' academic needs, and provides a menu of strategies to assist students in achieving greater academic success.

Rationale

Students who fail to thrive academically are often frustrated. When performance fails to match aspirations, students may feel inadequate and engage in any number of inappropriate behaviors to mask their sense of incompetence. Students may become withdrawn, seem unmotivated, clown around, act sarcastic, distractible, or hyperactive. Sometimes academic problems are an obvious factor in behavioral problems. In other instances, academic problems may be mild enough to contribute to behavioral problems, but not so severe that they draw attention.

"Billy" is a fourth grader whose academic skills are low enough that he has been referred for special education. Though his skills are low, Billy tests too high to qualify as mildly mentally disabled; however, there is not a significant enough discrepancy between his IQ and performance to qualify him as learning disabled. Billy's parents and teachers are concerned. While his twin sister excels academically, Billy struggles with every task. In the primary grades, Billy's parents were told that Billy was just slow to develop, and that his time would come. As Billy is now entering fourth grade, his parents feel that he isn't going to "pop into gear." They feel that his lack of competence has resulted in Billy becoming more belligerent, sullen, and uncooperative as time has passed. Billy's behavioral problems are obviously related to academic concerns; therefore, *Academic Assistance* is given top priority as an intervention.

"Cynthia" is a different story. "Cynthia" is verbal, articulate, witty—sharp. This seventh grade student is referred to the Student Study Team, not for academic problems but for her "attitudinal" problems—disrespect, flippant comments, and clowning around during work times. When asked about Cynthia's academic abilities, one teacher comments, "Cynthia doesn't have an academic problem. She often doesn't get her work turned in, but she can do the work if she wants to. She's just more interested in giving teachers a hard time." Cynthia's standardized test scores confirm that she should be a very capable student. Though this problem seems to be primarily behavioral, the Student Study Team decides that academic problems haven't been ruled out. Cynthia may mask a minor academic problem by being mouthy and off task. *Academic Assistance* is considered as a potential intervention for Cynthia, despite the primarily behavioral nature of the referral.

In most cases, behavior and academic success are interwoven. Academic frustration may result in behavioral problems, and behavioral problems may result in academic problems. The proverbial question, "Which came first, the chicken or the egg?" fits well. Regardless of which comes first, academic intervention is often a powerful behavioral intervention. If academic performance can be improved, sullen behaviors tend to dissipate, disruptive behaviors tend to occur less frequently, and motivation becomes fueled by a sense of growing competence. Students who manifest behavioral problems often benefit from *Academic Assistance*—sometimes because they need academic help, and sometimes because it shifts attention away from their behavior while providing an opportunity for students and adults to interact positively.

NOTE: Academic Assistance may be a useful intervention when academic difficulties persist, but are not so pervasive that referral to special education is warranted. Academic Assistance may also be useful as a prereferral intervention, as an interim plan while a referral to special education is being considered, or as a resource in developing an Individualized Education Plan (IEP) for a special education student.

The Summary

Before Implementing *Academic Assistance*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 **Identify the problem(s) and establish a focus.**

a. Review the problem and overall goal(s) for the student.
b. Contact the student's parent(s) or guardian.
    i. Discuss the problem.
    ii. Discuss goals for improvement.
    iii. Request parental permission to conduct an informal assessment of the student's academic needs, and to develop a plan of assistance.

Step 2 **Develop a plan for conducting an informal academic assessment.**

a. Review possible informal assessment procedures.
    i. Analyze information from a teacher inventory.
    ii. Analyze student work samples.
    iii. Collect oral reading fluency data.
    iv. Conduct an informal reading inventory.
    v. Work one-to-one with the student on an assignment.
b. Select procedures that are useful, manageable, and age-appropriate.
c. Prepare or collect any materials necessary to complete the assessment.

Step 3 **Conduct the informal academic assessment.**

a. Complete the assessment components that do not require working directly with the student.
b. Meet with the student to complete the assessment.
    i. Review the problem(s) and overall goal(s) with the student.
    ii. Conduct the assessment.
c. Analyze the results.
d. Summarize student strengths and weaknesses using the "Academic Assistance Form."
e. Target specific areas for which to provide assistance.

Step 4 Consider adaptation and remediation options to help the student achieve academic success.

- a. Become familiar with the Adaptation Process.
  - i. Identify assignments or activities that haven't yet been given.
  - ii. Anticipate problems that the student (and other students) may encounter.
  - iii. Design whole class instruction to prevent anticipated problems.
  - iv. Consider making assignments more manageable by providing additional assistance and/or adjusting the length and complexity of assignments.
  - v. Consider alternative ways for the student to demonstrate knowledge or abilities.
  - vi. Gradually fade the adaptations as the student gains competence.
- b. Consider selecting or modifying strategies from the Adaptation Menu.
  - Adaptation Strategy 1: Construct and Use Framed Outlines
  - Adaptation Strategy 2: Design and Use Interactive Graphic Organizers
  - Adaptation Strategy 3: Identify and Preteach Essential Vocabulary Words
  - Adaptation Strategy 4: Highlight Textbooks and Printed Materials
  - Adaptation Strategy 5: Transcribe or Summarize Highlighted Text
  - Adaptation Strategy 6: Provide Two-Column Study Guides
  - Adaptation Strategy 7: Focus Assignments on Critical Course Content and Skills
  - Adaptation Strategy 8: Focus Test Items on Critical Course Content and Skills
  - Adaptation Strategy 9: Provide Framed Writing Assignments
  - Adaptation Strategy 10: Teach the Students to Manage Their Homework
- c. Consider remediation options.
- d. Set up a plan to review possible adaptation strategies and remediation options with staff members.

Step 5 Meet with appropriate staff members to discuss the student's strengths and weaknesses and to develop a manageable plan of academic assistance.

- a. Review student information from the "Academic Assistance Form."
- b. Review and discuss the Adaptation Process and possible strategies that might be implemented.
- c. Identify a manageable plan of assistance.
- d. Identify ways to determine whether the intervention is helping the student reach his goal(s).
- e. Review staff responsibilities.
- f. Schedule a follow-up meeting.

Step 6 Meet with the student to discuss and finalize the plan.

- a. Review the problem and goal(s).
- b. Discuss the possible academic assistance plan.
- c. Make revisions to the plan as necessary.
- d. Schedule a time to teach the strategies or skills.

e. Schedule a time to meet regularly with the student to discuss progress.
f. Review everyone's roles and responsibilities.
g. Conclude the meeting with words of encouragement.

Step 7 Implement the plan.

a. Get started.
b. Provide the student with ongoing support and encouragement.
c. Evaluate the impact of the intervention, making revisions and adjustments as necessary.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Identify the problem(s) and establish a focus.

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Aaron is a seventh grade student who has been referred frequently to the After-School Detention Program. Aaron's English teacher, Mrs. Graham, has finally gone to the assistant principal, noting that she has never had a student make teaching so difficult. She indicates that Aaron pushes so hard that she can barely stand to have him in class. Though Aaron is never openly defiant, he skirts the edge of insubordination constantly. He makes wisecracks at the teacher's expense. He disrupts class. When he should be working, he fidgets, asks inappropriate questions, and does anything but his work.

The assistant principal, Mr. Bean, checks with his other teachers and finds that Aaron is a "Dr. Jekyll and Mr. Hyde" type. Two of his teachers see Aaron as a major problem, while four teachers find Aaron to be a "character." "Oh, Aaron. He's got a mouth, but he's actually kind of fun to have in class." Mr. Bean asks Mrs. Graham if there could be an academic problem. Mrs. Graham replies, "He's just too bright for his own good. He'd rather cause problems than try to do the work. The work he does turn in isn't outstanding, but it is acceptable."

b. Contact the student's parent(s) or guardian.

BEFORE ACADEMIC INTERVENTION occurs, parents should always be contacted. Be sure to complete the following steps prior to working with the student.

i. Discuss the problem.

Aaron's parents are contacted by Mr. Bean. Aaron's mother indicates that there have always been a lot of complaints about Aaron's behavior.

ii. Discuss goals for improvement.

Mr. Bean: *What do you see as goals for Aaron?*

BEST COPY AVAILABLE

Aaron's mother: *I'd like to see him happier at school. He talks about wanting to go to Stanford, but at this rate we'll be lucky if he graduates from high school. Since Aaron was little, I've worried about his reading. I know his test scores are okay, but when he reads to his little sister it's almost painful to listen to him. We just keep telling him how smart he is, and how he should do better. I think he's frustrated.*

Mr. Bean: *Has Aaron ever been tested for help in reading?*

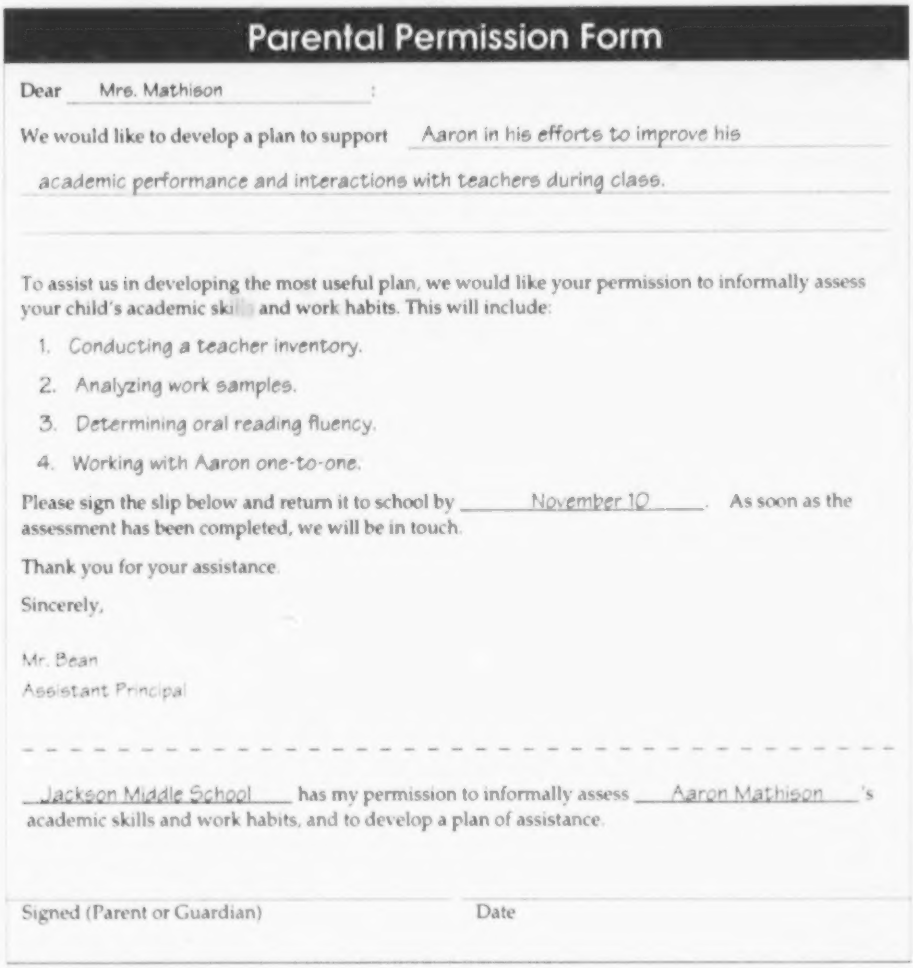
Aaron's mother: *I've asked several times, but the elementary school said that he read too well to get any help.*

iii. Request parental permission to conduct an informal assessment of the student's academic needs, and to develop a plan of assistance.

Mr. Bean: *I appreciate the information you've shared. I'd like to help Aaron work on two goals—improving his grades and also helping him get along better with his teachers. With your permission, I'd like to do a little informal academic assessment, and then we can plan from there.*

Though *Academic Assistance* may not involve instruction from a certified special education teacher, planning resembles developing an Individualized Education Plan (IEP)—a sort of informal IEP. Therefore, out of general respect for the rights of families, it is important to keep parents as involved in the process as they wish. District and/or school policy should dictate whether parental permission is required. If in doubt, err on the side of clear communication and written permission from the parent(s). A sample permission form is shown in Figure D-1.

Figure D-1



Parental Permission Form

Dear Mrs. Mathison:

We would like to develop a plan to support Aaron in his efforts to improve his academic performance and interactions with teachers during class.

To assist us in developing the most useful plan, we would like your permission to informally assess your child's academic skills and work habits. This will include:

1. Conducting a teacher inventory.
2. Analyzing work samples.
3. Determining oral reading fluency.
4. Working with Aaron one-to-one.

Please sign the slip below and return it to school by November 10. As soon as the assessment has been completed, we will be in touch.

Thank you for your assistance.

Sincerely,

Mr. Bean
Assistant Principal

- -

Jackson Middle School has my permission to informally assess Aaron Mathison's academic skills and work habits, and to develop a plan of assistance.

Signed (Parent or Guardian) Date

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Step 2 Develop a plan for conducting an informal academic assessment.

a. Review possible informal assessment procedures.

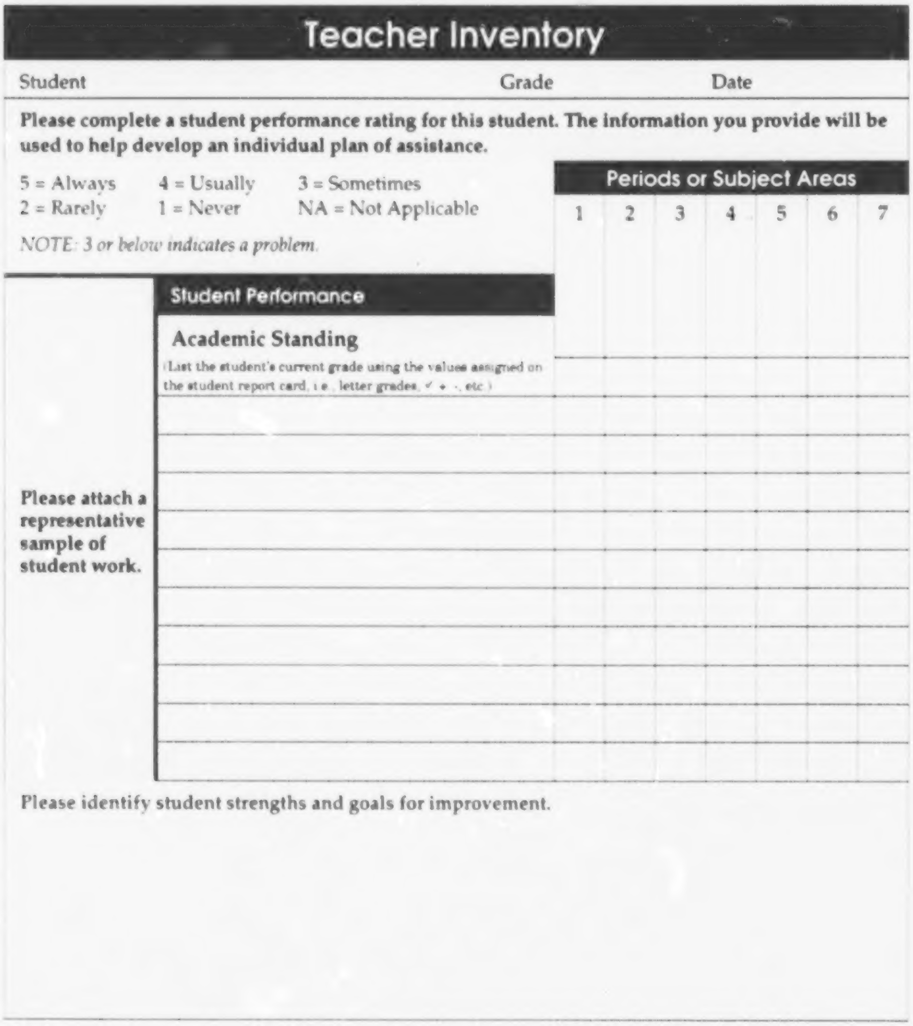
THIS SECTION SUGGESTS procedures for informally assessing a student's ability to complete school-related tasks. Although standardized testing allows schools to evaluate the overall effectiveness of their programs, the tests provide little useful information for analyzing an individual student's ability to meet the academic expectations of the classroom. Does the student know how to study for a test? Can the student monitor his own homework? Can the student read assigned materials in a timely fashion? Does the student have needed skills, or does he compensate for deficiencies?

The following procedures are not intended to be a thorough diagnostic battery, but they can help determine whether students have the skills and strategies needed to complete academic tasks. Select procedures that are relevant for the age and needs of the student, as well as the requirements of the classroom.

i. Analyze information from a teacher inventory.

Teacher perceptions are an invaluable part of an informal academic assessment. How often does the student complete his work? Always? Usually? Sometimes? Rarely? Never? Is the quality of the work satisfactory? Does the student do well in one subject, but not in another? Gather enough information to develop a clear picture of the student's daily performance in different classes at the secondary level, or in different subjects or activities at the elementary level. A sample teacher inventory is shown in Figure D-2.

Figure D-2



Teacher Inventory

Student Grade Date

Please complete a student performance rating for this student. The information you provide will be used to help develop an individual plan of assistance.

5 = Always 4 = Usually 3 = Sometimes
2 = Rarely 1 = Never NA = Not Applicable

NOTE: 3 or below indicates a problem.

		Periods or Subject Areas						
		1	2	3	4	5	6	7
	Student Performance							
Please attach a representative sample of student work.	**Academic Standing**							
	(List the student's current grade using the values assigned on the student report card, i.e., letter grades, ✓ + -, etc.)							

Please identify student strengths and goals for improvement.

NOTE: A copy of this form and a copy without student performance criteria specified are provided in the "Reproducible Materials" at the end of this intervention booklet.

The teacher inventory can be customized with different variables. For example, some schools may wish to include "cooperation," while others may want to stress "being respectful." Some may evaluate student performance in traditional subjects like "social studies," "science," and "P.E.," while others decide to evaluate "math center work," "project work," "writing," etc.

When a student has several teachers, a separate form should be given to each of the student's teachers in order to maintain student confidentiality and to avoid having teachers influenced by one another. Once all the student's teachers have responded, the interventionist can transcribe the individual teacher responses onto a single master form.

After all the information has been collected, analyze the responses. Are there specific subjects that may cause difficulty? Are there specific skills that present roadblocks for the student? Does the student have problems with homework? Does the student have difficulty with tests? Does the student fail to participate in class? Is attendance or tardiness a continuing problem? Does the student have special difficulty in classes that require a lot of reading or writing? Does the degree of academic success seem to be related to behavior in class?

ii. **Analyze student work samples.**

Ask teachers to attach a sample of the student's work to the inventory. (If you are unfamiliar with the course content or the degree of competency required by the teacher, ask the teacher to include work samples by an "excellent" student and an "average" student for comparison.)

Work samples can provide the interventionist with information that may not be obtainable from standardized tests. For example, the student may read and comprehend well enough to pass multiple choice reading tests, but lack the organizational skills to summarize a passage in writing. The student may have the skills to research and write a report, but lack the time management strategies that allow him to complete his work on schedule. Work samples may indicate that the student is lacking basic skills. For example, the student may do well verbally, but have trouble putting thoughts down on paper due to poor handwriting or fine motor skills.

iii. **Collect oral reading fluency data.**

Reading is a multidimensional skill that can be assessed in many ways and at many levels. It is beyond the scope of this intervention to provide information on how to conduct a detailed diagnostic battery; however, testing oral reading fluency is suggested as a preliminary tool for determining whether reading problems contribute to an academic problem.

Oral reading fluency is a measure of both the rate and accuracy of a student's reading. Though somewhat narrow in scope, it is an extremely powerful screener. "The most salient characteristic of skillful readers is the speed and effortlessness with which they seem able to breeze through text." (Adams, 1990, p. 409). Although fluency alone is not sufficient for reading with understanding, it is clear that it is a *necessary prerequisite* for understanding, interpreting, and responding to print:

- Fluency allows, but does not guarantee, that readers can construct meaning. If students must search for appropriate words—self correcting, inserting, omitting, misreading, and sounding out words—comprehension suffers. When mental energy is heavily invested in figuring out the words, readers have a difficult time understanding and responding to text.

- Fluency allows, but does not guarantee, that readers will be motivated to read. If students read accurately but laboriously, it is difficult to grasp important concepts and ideas. If text moves slowly, it's much like watching a movie in slow motion; the message becomes distorted, and attention tends to wander. Students who lack fluency often become bored with reading.
- Fluency allows, but does not guarantee, that readers can read strategically (i.e., adjust the way they read, depending on their purpose and the type of material being read). Fluent readers quickly skim through text when material is familiar and read deeply when important or difficult information is presented. Students who haven't developed into fluent readers are unable to adjust their reading strategies to the materials and the purpose of their reading.

Thus, while fluency does not guarantee good comprehension, it certainly speeds and assists good comprehension, and allows students to complete assignments within a reasonable amount of time.

Procedures

The following instructions outline curriculum-based oral reading fluency procedures.

Select two passages, approximately 250 words in length each, from grade level reading. The passages may be taken from a basal reading text or from other reading material that will be used in the classroom. Choose unpracticed passages—passages that the student hasn't yet read, which represent the level of difficulty normally encountered by students in the class. Avoid passages with an unusual number of difficult words or hard to pronounce names. The passages should be cohesive—have a clear beginning point and a reasonable message.

The materials required for the assessment include a stopwatch and two copies of each passage—a clear copy for the student to read from and a scoring copy.

When assessing the student, follow the procedures listed in Figure D-3 for each of the two passages.

Figure D-3

Curriculum-Based Measurement Procedures for Assessing and Scoring Oral Reading Fluency

Say to the student: "When I say 'start,' begin reading aloud at the top of this page. Read across the page (demonstrate by pointing). *Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?"*

Say, *"Start."*

Follow along on your copy of the story, marking the words that are read incorrectly. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.

Place a vertical line after the last word read and thank the student.

The following guidelines determine which words are to be counted as correct or incorrect:

1. *Words read correctly*. Words read correctly are those words that are pronounced correctly, given the reading context.
    a. The word "read" must be pronounced "reed" when presented in the context of "He will read the book," not as "red."
    b. Repetitions are not counted as incorrect.
    c. Self-corrections within 3 seconds are counted as correctly read words.
2. *Words read incorrectly*. The following types of errors are counted: (a) mispronunciations, (b) substitutions, and (c) omissions. Further, words not read within 3 seconds are counted as errors.
    a. Mispronunciations are words that are misread: "dog" for "dig."
    b. Substitutions are words that are substituted for the stimulus word; this is often inferred by a one-to-one correspondence between word orders: "dog" for "cat."
    c. Omissions are words skipped or not read; if a student skips an entire line, each word is counted as an error.
3. *3-second rule*. If a student is struggling to pronounce a word or hesitates for 3 seconds, the student is told the word, and it is counted as an error.

Source: Reprinted with permission from Shinn, M.R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children* (pp. 239-240). New York: The Guilford Press.

Score each of the passages by counting only the words read correctly. Average the two scores.

After scoring the assessment, interpret the student performance scores. To do so, use the curriculum-based norms shown in Figure D-4. These norms were derived from data collected between 1981 and 1990 with 7,000 to 9,000 students in grades two through five. Students sampled included general education students and students who were participating in compensatory, remedial, and special education programs.

Figure D-4

Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians)

		Fall		*Winter*		*Spring*		
Grade	Percentile	*n**	WCPM**	*n*	WCPM	*n*	WCPM	SD*** of Raw Scores
	75	4	82	5	106	4	124	
2	50	6	53	8	78	6	94	39
	25	4	23	5	46	4	65	
	75	4	107	5	123	4	142	
3	50	6	79	8	93	6	114	39
	25	4	65	5	70	4	87	
	75	4	125	5	133	4	143	
4	50	6	99	8	112	6	118	37
	25	4	72	5	89	4	92	
	75	4	126	5	143	4	151	
5	50	6	105	8	118	6	128	35
	25	4	77	5	93	4	100	

**n* = number of median scores from percentile table of districts (maximum possible = 8).

**WCPM = words correct per minute.

***SD = the average standard deviation of scores from fall, winter, and spring for each grade level.

Source: Reprinted with permission from Hasbrouck, J.E. & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, *24*(3), 41-44.

The norms provide rough guidelines for determining adequate reading fluency. For example, a student who reads *about* 50 words correct per minute or better from beginning second grade materials in the fall of second grade is making adequate progress. However, a third grade student who reads about 50 words correct per minute from third grade materials has fairly severe reading difficulties.

Unfortunately, norms are not available for older students; however, some liberty can be taken in extrapolating from the norms that do exist. One can safely assume that sixth grade students should be approaching at least 120 words correct per minute in the fall and at least 150 words per minute by the end of sixth grade. In seventh grade the fluency rate should be at least 150 words per minute or better, and by high school students should read somewhere above 150 words per minute. (There is a point at which the rate of oral reading is no longer relevant. Due to rate of speech, there is likely to be some variance in acceptable oral reading rates above 150 words per minute. More research is needed in this area.) If in doubt, it may be useful to assess two or three capable students for comparison with the target student.

In addition to determining the words read correctly per minute, the examiner should include a descriptive or qualitative analysis of the student's reading. For example, "Susan appeared to read the passage with great confidence. She read with expression and understanding—sounding like a professional storyteller."

iv. **Conduct an informal reading inventory.**

If a more detailed assessment seems necessary, consider developing an informal reading inventory or administering one of the many published informal reading inventories available. The *Analytic Reading Inventory (ARI)* by Woods and Moe (1989) is such a tool. It includes an array of subtests that examine general levels of word recognition, word recognition strategies, and comprehension strategies through retellings and questions. Oral and silent reading performance and listening comprehension are reported as "independent, instructional, and frustration levels" (p. 21).

The *ARI* helps ascertain whether the student can retain information that has been read, determine the meaning of vocabulary, and engage in higher order thinking about information presented in both narrative and expository passages. Used with an oral reading fluency measure, inventories like the *ARI* can provide valuable information.

v. **Work one-to-one with the student on an assignment.**

When a student has difficulty completing assignments or completing assignments satisfactorily, have the student work on an assignment one-to-one with an adult. It may be useful to have the student redo an assignment that was either incomplete or not completed satisfactorily. Working one-to-one with a student makes it easier to identify the student's strengths and weaknesses. When the student is unsure of how to proceed, behavior such as hesitation, task avoidance, willingness to persevere, etc. will be more apparent. One-to-one assistance provides the opportunity to observe closely and to ask the student to clarify his understanding of expectations and how he will complete the task. When working one-to-one with the student, keep the following questions in mind:

- Does the student understand the instructions?

  On an assignment involving written instructions, try to determine whether the student understands the instructions without further clarification from an adult.

- Does the student have the prerequisite skills needed to complete the assignment?

  If the assignment involves writing, consider whether the student has the needed tool skills of handwriting and spelling to write fluently without losing his train of thought. For example, if the assignment involves three-digit multiplication, determine whether the student is able to line numbers up accurately, whether the student knows multiplication facts, whether he accurately records numbers in the correct place, and so on.

- Does the student have effective strategies for completing the assignment?

  If the student is studying for a spelling test, find out whether the student has a strategy for systematically learning how to spell words. If the assignment involves math story problems, determine whether the student has strategies for writing and solving equations. If the assignment includes essay questions, try to determine whether the student has the required knowledge, knows how to find the required knowledge, and can articulate and write a reasonable response.

- Is the student able to stay on task for extended periods of time?

  When the student appears to have the needed skills, but simply lacks the ability or motivation to stay on task, see Intervention J: *Teaching Desired Behaviors* or Intervention L: *Structured Reinforcement Systems.*

b. Select procedures that are useful, manageable, and age-appropriate.

THE MORE INFORMATION obtained from various sources, contexts, and informal assessments, the greater the likelihood that a clear picture will emerge in regard to the student's abilities and weaknesses. However, the need for information should be balanced with the importance of creating an intervention plan as quickly as possible. Select procedures that will provide enough information to develop an appropriate plan of academic assistance within a reasonable period of time.

Mr. Bean decides that the "Teacher Inventory" is an important tool since Aaron has several teachers. He also decides to collect work samples, conduct an oral reading fluency assessment, and to set up a one-to-one work period.

c. Prepare or collect any materials necessary to complete the assessment.

Mr. Bean selects two passages for Aaron to read—one from his geography text, and another from a novel used in his English class.

Mr. Bean also obtains a blank copy of a geography assignment that Aaron did not complete.

Step 3 Conduct the informal academic assessment.

a. Complete the assessment components that do not require working directly with the student.

Mr. Bean routes copies of the "Teacher Inventory" to each of Aaron's teachers, along with a brief note explaining why he is asking for their assistance. Once the surveys are returned, he compiles one master copy with everyone's responses (see Figure D-5).

Figure D-5

Teacher Inventory

Student Aaron Mathison **Grade** 7 **Date** 11/15

Please complete a student performance rating for this student. The information you provide will be used to help develop an individual plan of assistance.

5 = Always	4 = Usually	3 = Sometimes
2 = Rarely	1= Never	NA = Not Applicable

NOTE: 3 or below indicates a problem.

Please attach a representative sample of student work.

Student Performance	Periods or Subject Areas						
	1	2	3	4	5	6	7
Academic Standing	Math	Geography	P.E.	Lunch	English	Spanish	Physica Science
(List the student's current grade using the values assigned on the student report card, i.e., letter grades, ✓ + -, etc.)	B-	D-	A-	NA	F	C	B
Attends class regularly	5	5	5	NA	5	5	5
Punctual	5	5	5	NA	5	5	5
Cooperative	5	3	5	NA	2	4	5
Participates in class activities	4	3	5	NA	3	4	5
Stays on task	4	2	5	NA	2	4	4
Completes in-class assignments	5	2	5	NA	2	4	5
Completes homework	3	1	NA	NA	1	1	4
Quality of work is satisfactory	5	1	5	NA	1	5	5
Passes tests	5	3	5	NA	3	5	5
Other ______________							

Please identify student strengths and goals for improvement.

Math: Aaron is very good conceptually in math. He could be getting an "A" in math; however, he got a "C" last term because he didn't turn in his math notebook. All he had to do was keep his papers through the term.

Geography: Aaron participates well during class discussions. However, he needs to improve his classroom behavior, to work on homework completion, and to improve his test scores.

P.E.: Aaron does well in P.E. He cooperates and often helps other students who have difficulty. No special goals at this time.

English: Aaron has to work on his behavior so that he can get his work done, both in class and at home. Cooperation is his biggest problem.

Spanish: Aaron does well in Spanish. He participates and is cooperative. The only reason he doesn't have a better grade is missing homework.

Physical Science: Aaron has a good conceptual understanding and participates in class. He could easily get an "A" if he does well on the next couple of tests.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Once the teacher inventory is completed, analyze responses to determine whether there are any patterns—specific strengths and weaknesses.

Given the varied responses from Aaron's teachers, Mr. Bean notes:

1. Aaron cooperates only in classes where his grades are good.
2. Participation in class seems to be good across subjects.
3. On task behavior seems to be related to the degree of success.
4. Homework seems to be a problem in all classes to some extent.
5. Quality of work is a problem only in geography and English.
6. Tests present a minor problem.

Aaron does fairly well in Spanish, physical science, math, and P.E. However, he has major academic and behavioral difficulties in geography and English. These classes have the heaviest reading and writing requirements. Work samples confirm that Aaron seems to have difficulty handling assignments that require writing. Work is incomplete and nearly illegible when extensive writing is required.

b. Meet with the student to complete the assessment.

i. Review the problem(s) and overall goal(s) with the student.

Mr. Bean: *Aaron, thanks for coming today. Do you remember the problem we talked about a few weeks ago?*

Aaron: *Yeah, Mrs. Grammar had some problems about my mouth.*

Mr. Bean: *Right. Since then I've spoken with your mother and teachers. I'd like to see whether we can help you figure out why you're having problems in some of your classes. Then we can work on some things to help you get along better and also improve your grades.*

ii. Conduct the assessment.

When conducting the informal assessment, help the student relax as much as possible.

Mr. Bean: *Aaron, I understand that you do very well in most of your classes. We need to figure out what's going on in the others. I'd like to listen to you read, and then work with you on a geography assignment. The work won't be graded, but when we're done, I'll do some thinking about things we might work on. Then we'll get back together to work out a plan.*

c. Analyze the results.

Mr. Bean finds that Aaron averages 128 words correct per minute on the two passages. Because no norms have been developed for seventh grade students, Mr. Bean compares Aaron's scores to the fifth grade table, recognizing the limitations in doing so. He notes that Aaron reads very much like a fifth grade student reading at the 50th percentile from fifth grade materials. This score suggests that Aaron is on the edge of being an inadequate reader. Mr. Bean also notes that Aaron's reading does not sound fluent. Though not counted as errors, Aaron made eleven self-corrections in one passage and eight in the second, and frequently repeated himself. (To double check his perceptions, Mr. Bean has a highly capable student read the same passage. This student averages 189 words correct per minute—with a clear qualitative and quantitative difference.)

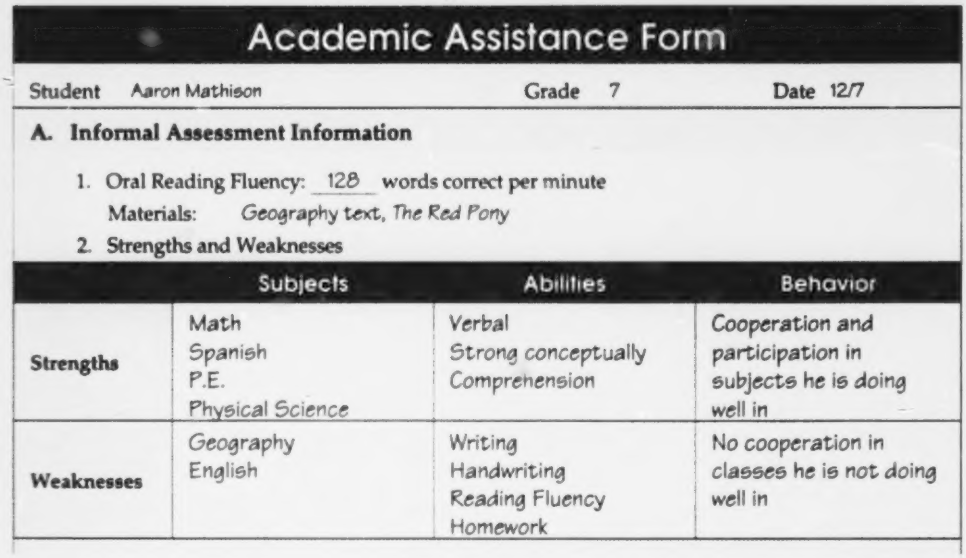
Working with Aaron on the geography assignment, Mr. Bean notes that Aaron becomes very distractible when the task is introduced. Though the textbook is provided, Aaron does not use it. His answers are poorly developed in somewhat illegible printing. Aaron forms the letters correctly, however he begins writing at the end of each letter, and from the bottom rather than the top. After Aaron has completed four of the eight questions in writing, Mr. Bean asks if he would like to dictate his answers to the last four questions. Compared to his written responses, Mr. Bean notes that Aaron's verbal answers are fully developed.

d. Summarize student strengths and weaknesses using the "Academic Assistance Form."

Using information from the "Teacher Inventory," the oral reading assessment, work samples, and his one-to-one work with Aaron, Mr. Bean summarizes Aaron's strengths and weaknesses on the "Academic Assistance Form" (see Figure D-6).

BEST COPY AVAILABLE

Figure D-6



Academic Assistance Form

Student Aaron Mathison Grade 7 Date 12/7

A. Informal Assessment Information

1. Oral Reading Fluency: 128 words correct per minute
   Materials: Geography text, *The Red Pony*
2. Strengths and Weaknesses

	Subjects	Abilities	Behavior
Strengths	Math Spanish P.E. Physical Science	Verbal Strong conceptually Comprehension	Cooperation and participation in subjects he is doing well in
Weaknesses	Geography English	Writing Handwriting Reading Fluency Homework	No cooperation in classes he is not doing well in

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

e. Target specific areas for which to provide assistance.

After completing the informal academic assessment, Mr. Bean consults with Aaron's mother by phone. They decide that Aaron needs help with English and geography. Homework completion is targeted as a short-range goal, and two long-range goals to improve reading fluency and handwriting are identified.

Step 4 Consider adaptation and remediation options to help the student achieve academic success.

When students are struggling in mainstream classrooms, adaptations need to be made in such a way that the curriculum is not watered down, and ideally in ways that benefit many students—not only the student who has been targeted for assistance.

The purpose of adaptation is to focus attention on the essentials of a course and to adjust instruction and assignments so that all students can learn. Adaptation is a *problem-solving process* rather than a specific set of procedures. It is applicable to a multitude of content areas, grade levels, and student skill levels. The process can involve an endless variety of procedures, each tailored to meet the specific needs of students, the task demands of the subject, and the instructional style of teachers.

a. Become familiar with the Adaptation Process.

i. Identify assignments or activities that haven't yet been given.

All too often assistance comes to students after they have already failed. By then students are burdened by negative emotional responses to the learning activity. Knowing in advance what students must know or be able to do creates an opportunity to prevent failure.

ii. Anticipate problems that the student (and other students) may encounter.

Targeting assignments and activities in advance allows education professionals to draw on their knowledge to identify likely problems. For example, there are usually some students who fail to complete a long-term project on time. Some have difficulty selecting a manageable project while others have difficulty seeing the project through to completion. Worksheet assignments may pose problems as some students may have difficulty following instructions, lack the reading skills to understand the questions, or lack the skills to find the answers.

iii. Design whole class instruction to prevent anticipated problems.

Whole class instruction can sometimes prevent the problems anticipated. For example, if several students do not take useful class notes, structured lessons on note taking can increase the skill proficiency of all students and teach lower performing students to take adequate notes. If several students are unable to write a report, have the whole class collectively complete *brief* reports prior to working independently. Spending five to ten minutes each day "thinking out loud" and working through a problem-solving process can help all students become more proficient with word problems. Whole class instruction can be very powerful for all students in a classroom.

iv. Consider making assignments more manageable by providing additional assistance and/or adjusting the length and complexity of assignments.

Assignments that are exciting for some students may be threatening for the student who lacks skills. While a well-trained marathon runner eagerly faces the challenge of a twenty-six mile run, the "armchair athlete" may not even get to the start or drop from sheer exhaustion shortly after the race begins.

For students who are likely to procrastinate, quit, or simply run out of steam, adaptation may provide enough support so that their internal response when approaching a task is, "Oh, I can do that," rather than, "It's hopeless. I'm frustrated. I hate it." Assignments can only be productive learning experiences if they are manageable.

One way to make assignments more manageable is to provide additional assistance. Extra support and guidance can make assignments and activities easier for a student. Additional assistance is provided when the teacher works with a small group of students while others work independently, through the use of cooperative learning groups and study buddies, or with help from tutors, assistants, volunteers, and parents.

Assignments can also be made more manageable by adjusting the length and complexity of the assignments. This can make a task manageable by narrowing the focus of student efforts to the most critical skills and knowledge. The goal is to reduce the demands of the task without losing the essentials of the assignment.

For example, if students are required to write a report using three sources, an adjusted assignment might require only one source. If a story writing assignment includes a prewriting activity, a rough draft, editing, and a final draft, it could be simplified by having the final draft typed for students. Adjusting a worksheet assignment might mean having students complete only eight of ten items—selected for their importance to the unit of study.

v. **Consider alternative ways for the student to demonstrate knowledge or abilities.**

Alternative response forms are often necessary for students with specific disabilities. For example, students who are blind or reading disabled might require tape recorded texts and oral exams. Alternative response forms may also be necessary when there is a deficiency in a basic tool skill. For students capable of learning a skill, adjust the way they will demonstrate their knowledge and abilities until remediation allows them to handle the regular assignment.

While alternative response forms enable students to succeed, they should not be considered sufficient. For example, students who lack the handwriting and spelling skills to answer essay questions in writing might be allowed to dictate responses. However, they should also receive spelling instruction and remedial handwriting or keyboarding instruction.

vi. **Gradually fade the adaptations as the student gains competence.**

Fading can be accomplished by slowly reducing special supports and adjustments. Maintain gains by frequently emphasizing the student's accomplishments and periodically revisiting strategies learned.

b. **Consider selecting or modifying strategies from the Adaptation Menu.**

FOLLOWING ARE SUGGESTED adaptations to help students meet the academic requirements of the regular classroom. This menu (see Figure D-7) is by no means exhaustive but provides a place to start. Each strategy suggested must be tailored to the course content as well as the age and ability level of the student(s). Many other options can arise from the adaptation process and the teacher's specific expectations.

Figure D-7

The Adaptation Menu

A description of each strategy and an accompanying scenario follows.

Adaptation Strategy 1:	Construct and Use Framed Outlines
Adaptation Strategy 2:	Design and Use Interactive Graphic Organizers
Adaptation Strategy 3:	Identify and Preteach Essential Vocabulary Words
Adaptation Strategy 4:	Highlight Textbooks and Printed Materials
Adaptation Strategy 5:	Transcribe or Summarize Highlighted Text
Adaptation Strategy 6:	Provide Two-Column Study Guides
Adaptation Strategy 7:	Focus Assignments on Critical Course Content and Skills
Adaptation Strategy 8:	Focus Test Items on Critical Course Content and Skills
Adaptation Strategy 9:	Provide Framed Writing Assignments
Adaptation Strategy 10:	Teach the Students to Manage Their Homework

Adaptation Strategy *1* Construct and Use Framed Outlines

Description

Critical course content is outlined by the teacher and given to students as a frame to help them take notes and follow the course essentials. Framed outlines can be used with all students who are skilled enough to write, and be used with a variety of class activities—lectures, discussions, demonstrations, films, role plays, brainstorming sessions, simulations, etc.

Rationale and Uses

- Teachers create framed outlines during planning to help them determine the most critical concepts, skills, and information they wish students to learn.
- Framed outlines are used to focus student attention on the important course objectives during instruction. Some students miss the point of lessons because they fail to pay attention or recognize what is important. Framed outlines are designed to focus student attention at critical moments and can be used in a variety of ways based on the needs of the class and the style of the teacher.
- Framed outlines are used by students to retrieve and review critical classroom learning. Some students need further experience with both content and process to maintain learning. If they have no tools for recreating the class experience, additional review cannot be provided.
- Framed outlines may also be used by tutors, parents, teaching assistants, and specialists as they preview and review important course objectives covered in class.

Procedures

- Identify all references, texts, assignments, activity guides, etc. that will be used in a unit of study.
- Identify the critical concepts and processes to be learned.
- Develop a course outline.
- Identify various activities that might be integrated into the outline (include both structured—e.g., fill in the blank—and open-ended activities).
- Design a framed outline that is easy to read and uncluttered. Provide ample space for students to write.
- Use the framed outline in a variety of ways before and after instruction. For example:
  - Preview information with low performing students.
  - Have students use the framed outline to teach someone else the information.
  - Have students summarize the information orally or in writing.
  - Have students illustrate the outline.
  - Have students write study guide questions from the framed outline.
- Provide framed outlines to tutors, mentors, parents, assistants, or specialists. The framed outline can help someone other than the teacher determine critical course objectives.

Additional Adaptations

Give a partially completed copy of the outline to a student unable to keep up with the writing requirements.

Examples

Primary Level

Although the outline "frames" the lesson, many activities can occur between the frames. Here is an illustration of one way to use the outline shown in Figure D-8.

Figure D-8

Matter

A. Matter is anything that ______________________

B. Things that are matter

1. ______________________
2. ______________________
3. ______________________

Teacher: *Class, today we're going to review what we know about the scientific word 'matter.' Who can tell me what 'matter' is? Josh.*

Josh: *Matter is anything that takes up space.*

Teacher: *Yes. Class, write that definition on your outline. Matter is anything that takes up space.*

Teacher: *Yesterday, you made some beautiful posters of things that are made of matter. We're going to look at them. Later, you will need to write three things that are made of matter. Alicia, show us one thing you put on your poster.*

Alicia: (Shows her poster.)

Teacher: *Alicia drew a nice picture of her cat, Pickles. Class, how do we know Pickles is made of matter?*

Class: *He takes up space.*

Teacher: *Yes, Pickles takes up space so Pickles must be made of matter. I'm going to write Pickles on the board.*

After continuing this activity for a few minutes, the teacher has students pair off and record three things that are made of matter on their framed outlines. The teacher then continues with a demonstration of the three types of matter.

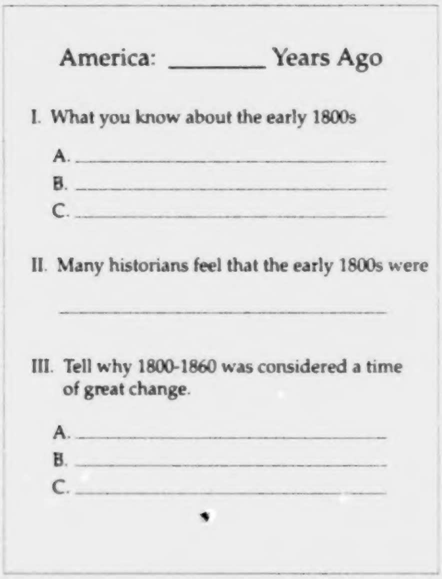
In addition to using framed outlines with her whole class, the teacher uses framed outlines as a tool to assist two students in her class who have delays in oral language development. She provides instruction from a framed outline every Wednesday and sets up a parent volunteer to work with the two students every Wednesday for the last fifteen minutes of school. The students take turns being the teacher, teaching the volunteer from the framed outline they completed earlier in the day. After the first few sessions, the teacher notices that the students are getting some good language practice and their interest during class has picked up!

Intermediate and Secondary Levels

A framed outline serves to: (1) focus students on important concepts, processes, and information from class; and (2) provide a permanent record for later review. As students progress through the grades, framed outlines become more sophisticated.

In Figure D-9, students are working on a history unit for the years 1800 to 1860.

Figure D-9



America: _______ Years Ago

I. What you know about the early 1800s

A. ______________________

B. ______________________

C. ______________________

II. Many historians feel that the early 1800s were

____

III. Tell why 1800-1860 was considered a time of great change.

A. ______________________

B. ______________________

C. ______________________

Teacher: *We're going to begin studying the years 1800-1860. Work with your study buddy and tell me how many years ago the year 1800 was.*

Teacher: *Bart, what did you and Jered come up with?*

Bart: *We figured out that it was 194 years ago.*

Teacher: *How did you come up with that figure?*

Jered: *We took this year, 1994, and then subtracted 1800 to get the difference.*

Teacher: (After a very brief discussion . . .) *You all worked that problem out in interesting ways. So, we can say that 1800 to 1860 was a period that began about 200 years ago. To put that in perspective, I have a grandmother who was born in 1900. She is 94. We are talking about a time 100 years before her birth.*

At the top of your outline there's a blank. What number should go in there? Yes, it should read, 'America: 200 Years Ago.'

Now, I'd like you to work in pairs again. Roman numeral I says, 'What you know about the early 1800s.' I'd like you and your partner to take one minute and write down three things you already know about the 1800s.

I'm going to record your ideas on the board. When we finish, your job will be to draw a concept map of what we already know about the U.S. in the 1800s.

(After discussion and concept mapping . . .) *Many historians feel that 1800-1860 was a time of great change.* (The teacher writes this main idea at Roman numeral II on the outline as the students copy.) *We're going to watch a film now. When the film is over you should be able to identify why historians feel that the early 1800s were a time of great change.*

(After the film . . .) *Look at your outline. There is a blank for Roman numeral III. With your partner, see if you can write a statement that describes why 1800 was a time of great change. How might you start your sentence?*

Conclusion

Framed outlines create many opportunities for student-teacher interaction, and provide a tool that can be used to both review and preview important concepts and information.

Adaptation Strategy 2

Design and Use Interactive Graphic Organizers

Description

Critical course information is visually represented to show how important concepts are related. Graphic organizers can take many forms—flow charts, Venn diagrams, cycle charts, timelines, matrices, and story maps.

Rationale and Uses

- Teachers use graphic organizers to help students understand the relationships among major facts and concepts. Some students have difficulty understanding important concepts because information is remembered as isolated, nonmeaningful facts. Graphic organizers provide frameworks for comparing and contrasting, sequencing events, seeing part/whole relationships, and understanding classification schemas. Graphic organizers encourage students to engage in higher order thinking skills as they categorize, illustrate, and sequence information.
- Graphic organizers are used in a variety of ways to increase engagement with critical course objectives based on the needs of the class and the style of the teacher.
- Students use graphic organizers to review critical classroom learning because they provide a permanent record of the skills and concepts taught. Once the organizer has been completed in class, students review by summarizing information, illustrating major concepts, or creating a study guide.
- Graphic organizers may also be used by tutors, mentors, parents, teaching assistants, and specialists to preview and review important course objectives with students.

Procedures

- Identify the critical concepts and processes to be learned.
- Identify important relationships.
- Develop the graphic organizer to show the relationships as simply as possible. Sometimes reproducible forms can be found in published materials (see Black & Black, 1990). Graphic organizers can also be created on word processors with simple draw capabilities, or by using clip art.
- Use the graphic organizer interactively during and after instruction. The effectiveness of graphic organizers is increased by requiring students to actively label, illustrate, or sequence. Too often, they are presented in a passive form to students (i.e., students do nothing with them).
- Use the graphic organizer in a variety of ways before and after instruction. For example:
  - Preview information with low performing students.
  - Have students use the graphic organizer to teach someone else the information.
  - Have students summarize the information orally or in writing.
  - Have students illustrate the graphic organizer.
  - Have students write study guide questions from the graphic organizer.
  - Have students make posters from a major concept presented on the graphic organizer.
- Provide graphic organizers to tutors, mentors, parents, assistants, or specialists to use when previewing or reviewing information with students.

Examples

Primary Level

Teacher: *We have learned that matter is anything that takes up space. I'm going to write examples of matter on the board. Class, give me some examples of matter.*

Angelo: *Air.*

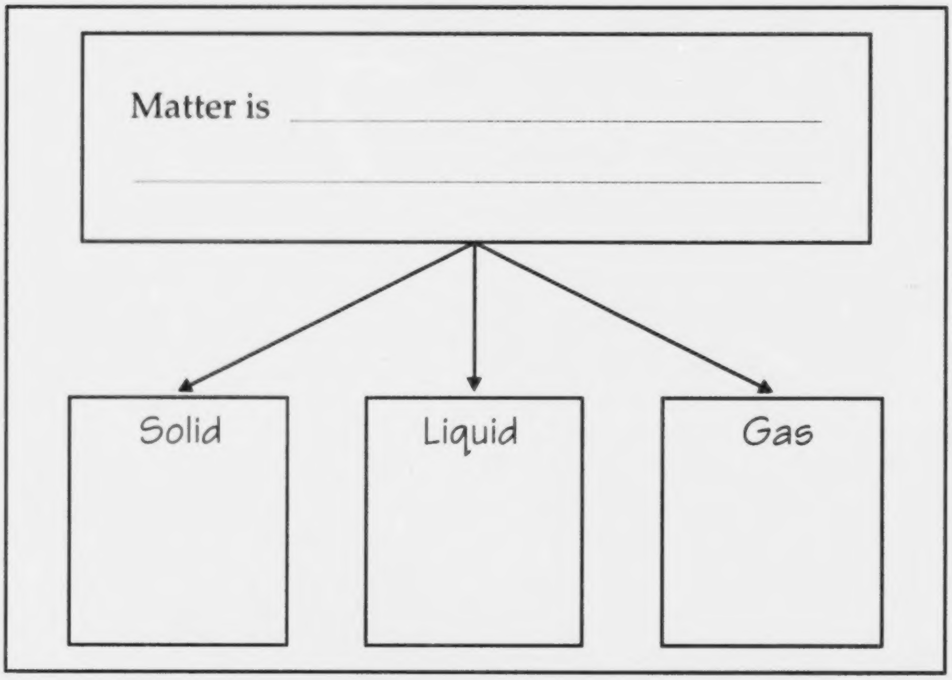
Kaitlen: *Me*

Jude: *Water.*

Teacher: *Excellent. How could you prove that each of those things is matter?*

After discussing different examples of matter and proving their answers are correct, the teacher continues her lesson using a graphic organizer (see Figure D-10).

Figure D-10



Teacher: *You have a new handout for your folders. I have the same graphic on my chart. Everyone, fill in the first sentence at the top. Matter is . . . .* (Pause.)

We've already learned that scientists often put things into classes or groups. Who remembers three classifications we learned for animals? Bruce.

Bruce: *Omnivores, carnivores, and herbivores.*

Bruce: *Omnivores, carnivores, and herbivores.*

Teacher: *Exactly. Scientists also classify matter. Everyone, look at your handout. How many classes of matter do you think there are?* (Pause.) *Everyone?*

Class: *Three.*

The teacher continues with a physical demonstration of the three types of matter. During the demonstration, students label each of the three boxes.

Teacher: *Now, we're going to take about five minutes for each of you to draw a picture of a solid, a liquid, and a gas. I'm going to show you how I might draw a picture of something that is gas. Who can show me where I will draw it?*

Mandy: *In the box that says 'Gas.'*

Teacher: *That's right. Gas is hard to illustrate. I'm going to draw a picture of a tea kettle and then show the steam coming out of its spout. How can you tell that this is a picture of steam? Lynn.*

Lynn: *Label it.*

Teacher: *Yes. Watch. Who can think of other ways to draw a gas? Marshall.*

Marshall: *You could draw a balloon.*

Teacher: *Terrific idea. How would we know you weren't drawing a balloon instead of a gas?*

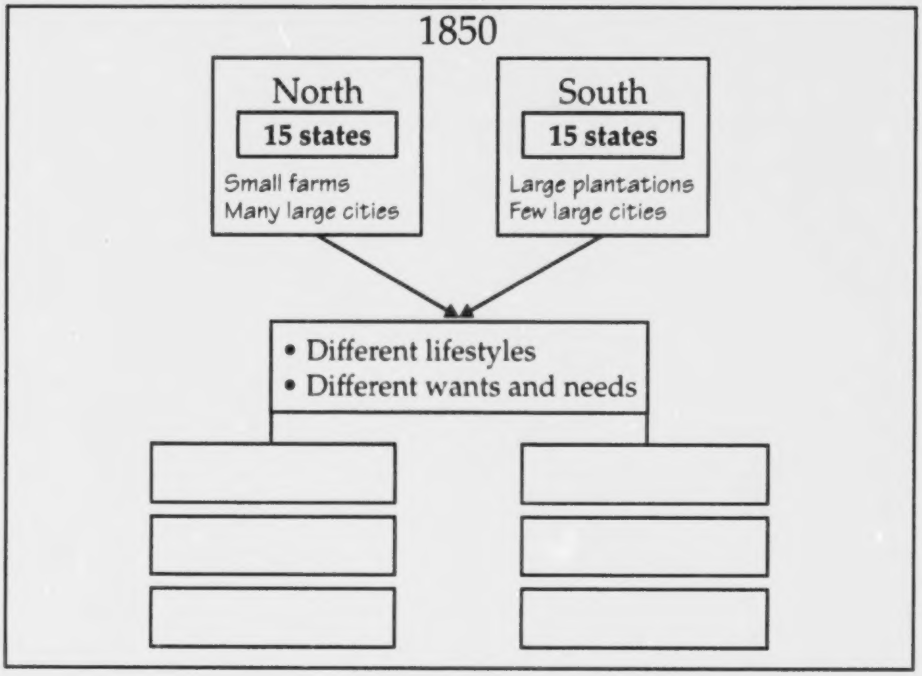
Ann: *Well, you could label it 'air.'*

The completed graphic organizers can be saved in students' folders and later used in various ways to review important concepts. The teacher might have pairs of students tell each other about their graphic organizer and the items they drew. They might make a list of things made of matter and categorize them on their graphic organizer. If students are working with specialists, instructional assistants, tutors, or parents, the graphic organizers can be used to help coordinate instruction.

Intermediate and Secondary Levels

Teacher: *Yesterday, we saw a film on life in the early 1850s. The film emphasized the differences in lifestyle between the North and the South. Those differences are going to be very important as we study the Compromise of 1850. You all have a copy of the graphic organizer that I have on the overhead projector* (see Figure D-11). *We're going to use the organizer to help us review some of the differences the film pointed out. On the side of your graphic organizer labeled 'North,' write down two things that you remember about the North.* (Pause.)

Figure D-11


1850
North
15 states
Small farms
Many large cities
South
15 states
Large plantations
Few large cities
• Different lifestyles
• Different wants and needs

Teacher: *Noah, what was one thing you came up with?*

Noah: *The North had small farms.*

Teacher: *Right. Now think of something about the South that contrasts directly with that characteristic.*

Shirley: *They had large plantations.*

Teacher: *Yes. Do you think they also had small farms?*

Shirley: *Yes, but the North didn't have the plantations.*

Teacher: *Let's talk a little about the plantations . . . .*

Conclusion

Graphic organizers provide a clear picture of how facts are related, visually depicting such concepts as cause and effect, balance, sequence, etc. When used interactively, graphic organizers provide another powerful tool for increasing student knowledge and understanding.

Adaptation Strategy *3* Identify and Preteach Essential Vocabulary Words

Description

Essential vocabulary words are directly taught and emphasized during class activities.

Rationale and Uses

The smaller one's vocabulary, the harder it is to learn new vocabulary. For students who have difficulty paying attention or who read poorly, opportunities to acquire and store new vocabulary words are often lost. These students lack the skills and prior knowledge to build new vocabulary at a rate commensurate with academic demands.

Thoroughly preteaching essential vocabulary words allows all students to develop a conceptual foundation, which, in turn, provides the necessary background for ever increasing opportunities to learn.

Procedures

- Identify essential vocabulary—high frequency words and words that are central to the unit of instruction.
- Give students clear definitions of the vocabulary words. Dictionary or glossary definitions are often difficult for students to understand.
- Introduce the words in manageable amounts. Rather than introducing fifteen words on the first day of instruction, start with two, three, or four new words. Gradually add new words as the unit continues.
- Have students use the essential vocabulary words in as many ways and different contexts as possible. This should occur across several days. Possible activities include:
  - Making a concept map.
  - Illustrating what the word means.
  - Finding a picture that illustrates what the word means.
  - Acting out the word.
  - Defining the word.
  - Using the word when speaking.
  - Writing a sentence using the word.
  - Writing a paragraph using the word.
  - Making a dictionary: entering the word, defining it, and writing a sentence using the word.
  - Playing "Concentration" (matching the definition with the word).
  - Catching someone using the word.
  - Assigning a "fill-in-the words" worksheet as review.
  - Reviewing the words in a crossword puzzle.
  - Checking definitions in a glossary or dictionary.

Figure D-12 shows one sample format for vocabulary practice.

Figure D-12

Vocabulary Practice Sheet

Student Subject Date

Word	Definition	Sentence	Picture	Page
sign	something with a message on it	He stopped when he saw the sign.		123

NOTE: A copy of this form is provided in the "Reproducible Materials" and the end of this intervention booklet.

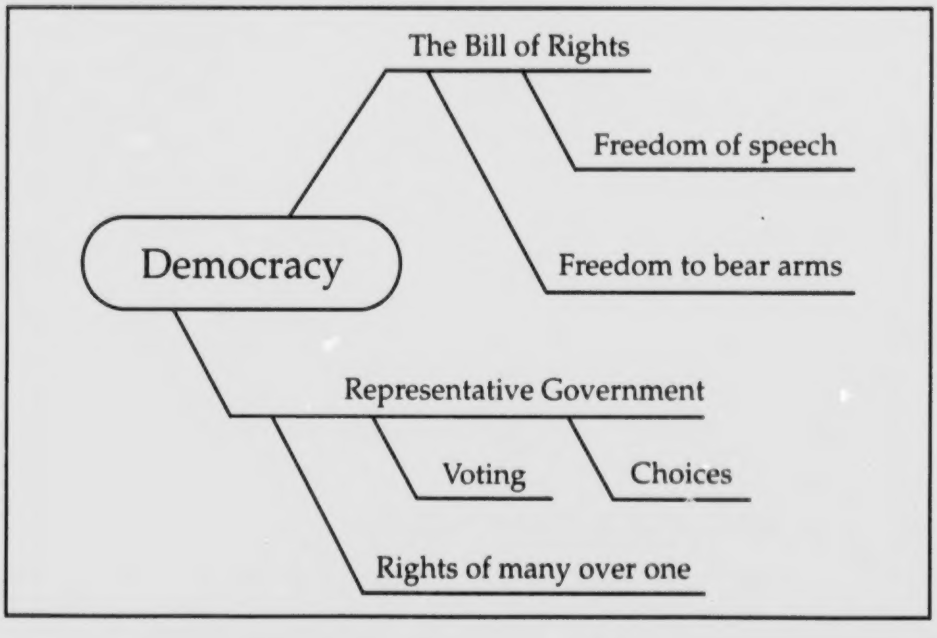
Example

A high school civics teacher begins a unit on democracy by having students brainstorm words and phrases related to democracy, build a concept or semantic map, define the word *democracy* in their own terms, and then check the glossary definition.

Teacher: *Today, we are going to begin a unit on democracy. I'm sure democracy is a word that you've heard. Let's figure out what it means to us. Brainstorm what you think of when someone mentions the word democracy.*

Following brainstorming, Figure D-13 is drawn on the board or overhead as students categorize their responses.

Figure D-13


The Bill of Rights
Freedom of speech
Democracy
Freedom to bear arms
Representative Government
Voting
Choices
Rights of many over one

Teacher: *That's an excellent start. Now, I'd like you to work with your study buddy and come up with your own definition of democracy. You have five minutes to compose a definition of two to three sentences.*

Teacher: (After five minutes . . .) *Let's hear what you've got. Marsha.*

Marsha: *We wrote, 'A democracy is form of government made up of elected officials. It is a government elected by the people. It is a government that allows people many freedoms.'*

Teacher: *Excellent. Democracy is a form of government. Terry, let's hear the definition you and Maya wrote.*

Terry: *Well, we said, 'A democracy is a country that has many freedoms. You can say what you want. You can think what you want. You have many choices in a democracy.'*

Teacher: *Yes. Maya, what made you and Terry feel that you can say what you want?*

Maya: *Well, in our country the press can disagree with the President.*

Teacher: *That's true. Now, I want you to look the word democracy up in your glossary. As you read the definition, I want you to think about how your definition is the same and how it is different. Then we'll look at a dictionary definition, and finally we'll write a class definition for democracy.*

Conclusion

Preteaching essential vocabulary words helps students tap into their prior knowledge as they develop a thorough grasp of important words and concepts. As vocabulary is developed, students build the important foundations necessary for remembering and understanding course content.

Adaptation Strategy 4 Highlight Textbooks and Printed Materials

Description

Classroom reading materials—expository and narrative—are highlighted to create a condensed version of the text.

Rationale and Uses

- Teachers use highlighting during planning to help them identify critical course objectives.
- Highlighted text helps poor readers focus on what is most important by clearly identifying central ideas, important concepts, and critical information. In

addition, the highlighting reduces text to manageable amounts for slow, dysfluent readers.

- Highlighted text help tutors, parents, teaching assistants, and specialists work with students to preview and review important course objectives.

Procedures

- Preview the text.
- Underline the text in pencil to determine what may be highlighted. Underlined portions should read like a condensed story. Though sentences may be shortened by leaving out clauses, the underlined version of the text should be composed of complete sentences. Sometimes, complete sentences may be formed by combining parts of sentences.
- Read the text to determine whether the underlined text is both comprehensive and cohesive enough to stand alone. Revise as necessary.
- After all the revisions have been completed, use a highlighter to make a final version. While underlined texts can be difficult to follow, students can easily track a *highlighted* version with their fingers. (Additional copies of highlighted texts can be made by trained students or volunteers.)

  Ideally the highlighted text is created by the regular classroom teacher during advance lesson planning. This prompts the classroom teacher to consciously identify important concepts and information that need to be emphasized during instruction. It also ensures that someone does not incorrectly guess what the teacher feels is important. If someone other than the classroom teacher does the initial highlighting, it should be double checked by the classroom teacher.

- Highlighted texts may be given to (or checked out by) students who have comprehension or reading fluency problems. (Some classrooms maintain a set of four or five highlighted texts that are provided each year to students with reading difficulties.)
- Highlighted texts may be distributed to tutors, mentors, assistants, parents, or specialists. The highlighted texts can assist others as they help students review critical course objectives.

Additional Adaptations

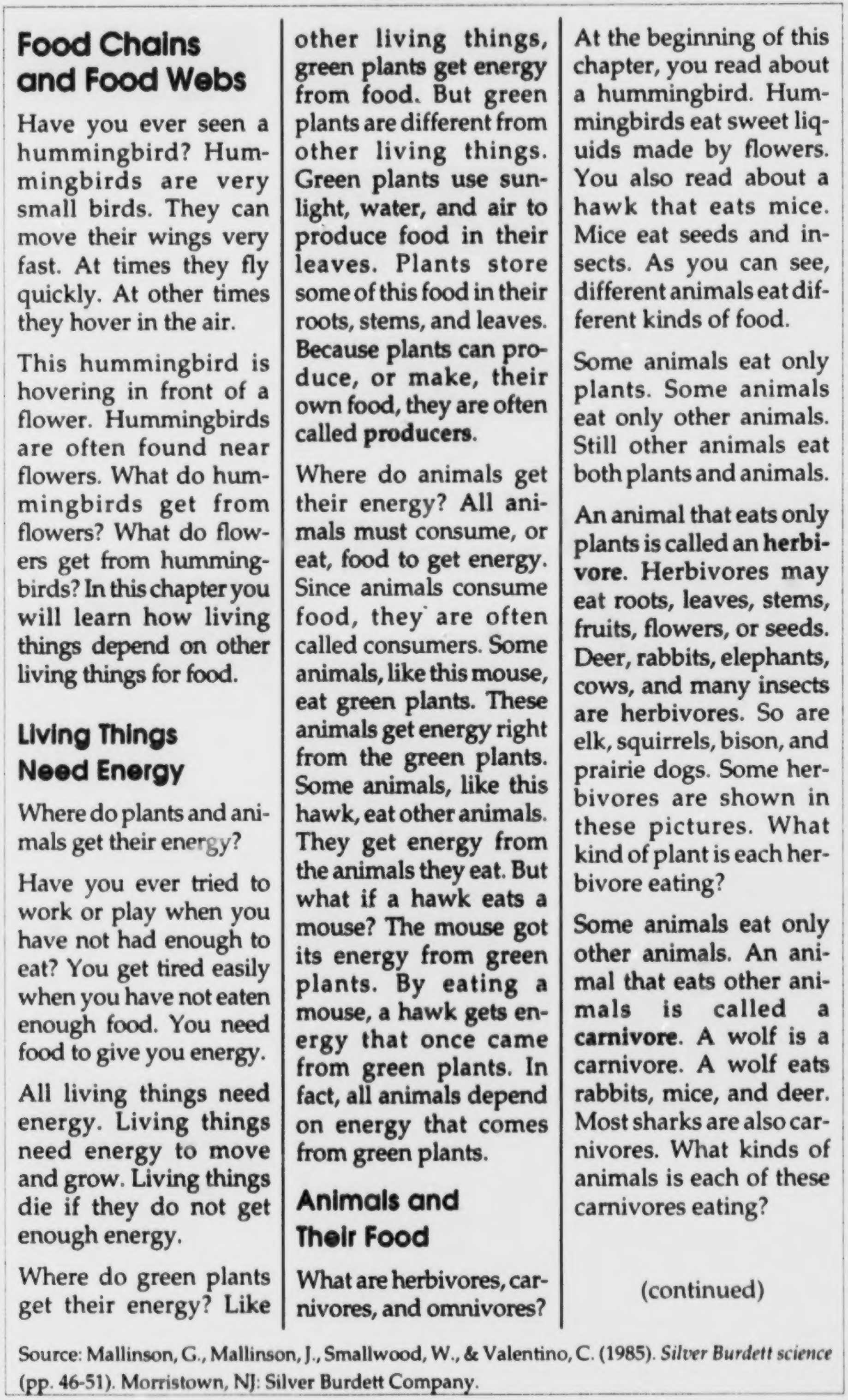
If students are unable to read the highlighted text, someone can read it to them, or a tape recorded version of the highlighted text can be provided.

Examples

Expository Material

Ms. Sacks, a fourth grade teacher, has decided to do a science unit on food chains, which includes many hands-on activities and projects, as well as work with the textbook. To determine which concepts from the text she wishes to emphasize, Ms. Sacks highlights the book (with her administrator's permission). Because Ms. Sacks typically has four or five students with reading difficulties, she has parent volunteers highlight four additional books (see Figure D-14).

Figure D-14



Food Chains and Food Webs

Have you ever seen a hummingbird? Hummingbirds are very small birds. They can move their wings very fast. At times they fly quickly. At other times they hover in the air.

This hummingbird is hovering in front of a flower. Hummingbirds are often found near flowers. What do hummingbirds get from flowers? What do flowers get from hummingbirds? In this chapter you will learn how living things depend on other living things for food.

Living Things Need Energy

Where do plants and animals get their energy?

Have you ever tried to work or play when you have not had enough to eat? You get tired easily when you have not eaten enough food. You need food to give you energy.

All living things need energy. Living things need energy to move and grow. Living things die if they do not get enough energy.

Where do green plants get their energy? Like other living things, green plants get energy from food. But green plants are different from other living things. Green plants use sunlight, water, and air to produce food in their leaves. Plants store some of this food in their roots, stems, and leaves. Because plants can produce, or make, their own food, they are often called **producers**.

Where do animals get their energy? All animals must consume, or eat, food to get energy. Since animals consume food, they are often called consumers. Some animals, like this mouse, eat green plants. These animals get energy right from the green plants. Some animals, like this hawk, eat other animals. They get energy from the animals they eat. But what if a hawk eats a mouse? The mouse got its energy from green plants. By eating a mouse, a hawk gets energy that once came from green plants. In fact, all animals depend on energy that comes from green plants.

Animals and Their Food

What are herbivores, carnivores, and omnivores?

At the beginning of this chapter, you read about a hummingbird. Hummingbirds eat sweet liquids made by flowers. You also read about a hawk that eats mice. Mice eat seeds and insects. As you can see, different animals eat different kinds of food.

Some animals eat only plants. Some animals eat only other animals. Still other animals eat both plants and animals.

An animal that eats only plants is called an **herbivore**. Herbivores may eat roots, leaves, stems, fruits, flowers, or seeds. Deer, rabbits, elephants, cows, and many insects are herbivores. So are elk, squirrels, bison, and prairie dogs. Some herbivores are shown in these pictures. What kind of plant is each herbivore eating?

Some animals eat only other animals. An animal that eats other animals is called a **carnivore**. A wolf is a carnivore. A wolf eats rabbits, mice, and deer. Most sharks are also carnivores. What kinds of animals is each of these carnivores eating?

(continued)

Source: Mallinson, G., Mallinson, J., Smallwood, W., & Valentino, C. (1985). *Silver Burdett science* (pp. 46-51). Morristown, NJ: Silver Burdett Company.

When the textbooks are given out, Ms. Sacks meets quietly with the students who receive the highlighted copies. She tells the students that because reading can sometimes be very difficult, the highlighted versions will help them keep up with reading assignments and locate important information. Ms. Sacks explains to the students that college students frequently highlight their books to help them study.

Joseph: *How come we get the highlighted books? Is it because we're the bad readers?*

Ms. Sacks: *I'm glad you asked, Joseph. You are all working very hard to improve your reading. Each day, I hear you getting stronger and stronger. In the meantime though, I want you to enjoy our science reading. This book has a lot of information that we don't need and reading the highlighted parts will help you keep up. In fact, in a few days we're going to be reading from a news article and the whole class will be highlighting. If you keep working toward your reading goal, one day you will be highlighting for me. Are there any other questions or concerns? Joseph, are you okay with this?*

Joseph: *Yeah.*

Ms. Sacks: *Good. If you have any problems, you all know you can talk to me at any time. Now, we have an assignment to do. The way you read the highlighted text is to put your finger under the yellow part as you read. Follow along while I read. Then I'll give each of you a turn.*

'Food Chains and Food Webs . . . .'

Narrative Material

Mr. Dixon's third grade class uses the district's reading text and selected pieces of literature. He has five students who can read, but not fluently. These students read slowly, insert words, leave out words, and guess at words they do not know. Mr. Dixon feels that it is essential for them to learn decoding skills so he sees them in a small group for intensive work in an alternative program.

Mr. Dixon feels that these students should also be exposed to the richer literature selections used with the thematic units. He notices, however, that if the selections are assigned for independent reading, they are too hard for the struggling readers. Melissa sighs a lot. Jamal just doesn't try and Karl seems to make up the stories. Mr. Dixon often reads the selections out loud, but doesn't want the instructional reading time to be dominated by him reading *to* the students. He also finds that whole class or paired reading out loud takes too long. Mr. Dixon has thought about pulling his five struggling readers for another directed reading group but knows he doesn't have the time.

Mr. Dixon decides to highlight selected stories (see Figure D-15). By carefully highlighting the essential parts of stories and preteaching the difficult vocabulary, Mr. Dixon is able to create a manageable text for his low readers. (See the Expository Material example for a description of how to teach students to read the highlighted text.)

Figure D-15

On a small island, near a large harbor, there once lived a fisherman's little daughter (named Samantha, but always called Sam), who had the reckless habit of lying.

Not even the sailors home from the sea could tell stranger stories than Sam. Not even the ships in the harbor, with curious cargoes from giraffes to gerbils, claimed more wonders than Sam did.

Sam said her mother was a mermaid, when everyone knew she was dead.

Sam said she had a fierce lion at home, and a baby kangaroo.

Source: Ness, E. (1967). *Sam, Bangs & Moonshine*. New York: Henry Holt and Company.

Conclusion

Adapting grade level text is not a *sufficient* strategy for struggling readers. Students should also receive systematic daily instruction in a program designed to remediate their reading problems. However, while students are receiving this intensive instruction, there are often many times during the day when reading assignments are unmanageable for them. Highlighted texts provide students who have reading disabilities with a text that focuses their attention on the most important information, reducing the reading load.

Adaptation Strategy 5 Transcribe or Summarize Highlighted Text

Description

Small but critical portions of the text are retyped or summarized for student use. (Caution: Federal copyright laws must be followed.)

Rationale and Uses

- The condensed text can be used to provide poor readers with important information in "bite-sized" portions.
- The condensed text can be used by tutors, parents, teaching assistants, and specialists as they preview and review important course objectives.

Procedures

- Highlight a text as described in Adaptation Strategy 4.
- Retype or summarize small portions that provide students with critical information.

Example

Expository Material

Figure D-16 illustrates a condensed science passage.

Figure D-16

Food Chains and Food Webs

In this chapter you will learn how living things depend on other living things for food.

Living Things Need Energy

All living things need energy. Living things need energy to move and grow. Living things die if they do not get enough energy.

Like other living things, green plants get energy from food. Green plants use sunlight, water, and air to produce food in their leaves. Because plants can produce, or make, their own food, they are often called **producers**.

All animals must eat food to get energy. Some animals, like this mouse, eat green plants. These animals get energy from the green plants. Some animals, like this hawk, eat other animals. They get energy from the animals they eat. But what if a hawk eats a mouse? The mouse got its energy from green plants. By eating a mouse, a hawk gets energy that once came from green plants. In fact, all animals depend on energy that comes from green plants.

Animals and Their Food

What are herbivores, carnivores, and omnivores?

An animal that eats only plants is called an **herbivore**. Herbivores may eat roots, leaves, stems, fruits, flowers, or seeds. Deer, rabbits, elephants, cows, and many insects are hervibores.

Some animals eat only other animals. An animal that eats other animals is called a **carnivore**. A wolf is a carnivore. A wolf eats rabbits, mice, and deer.

(continued)

Conclusion

Small, transcribed sections of text may give poor readers access to information that would be unmanageable in its original form.

Adaptation Strategy 6 Provide Two-Column Study Guides

Description

The two-column study guide is a variation of the traditional study guide. Questions are presented on the left side of the page and answers are written on the right. Students are taught to quiz themselves by folding the paper in half, asking themselves a question, and then checking their answer.

Rationale and Uses

- Study guides can help direct attention to the important information presented in the text or presented in class.
- Study guide questions prompt students to *think* about what they are learning in class and reading in their texts. Often students do not have effective study strategies; they simply read and reread their text.
- The two-column study guide provides students with an organization for quizzing themselves. Although some students can remember information they have heard or read and written down, others need additional rehearsal.

Procedures

- Identify the most important concepts, skills, processes, and information from the unit of study.
- Write the questions:
  - Eighty percent of the questions should correspond to critical course objectives. The remaining 20% can be composed of questions students generate or that represent less important details and challenge questions.
  - If working from a text, sequence questions in the order that information is presented in the text. If textbooks have been highlighted, many of the questions should correspond to the highlighted text.
  - Key questions to the text or class discussions.
- Assign small sections of the study guide. Check answers. Then have students make corrections.
- Teach students how to study from the guide.
- Assign small group or paired practice for continuous cumulative review.
- Use the study guide before and after instruction. Possible activities include:
  - Previewing information with low performing students.
  - Having students quiz each other.
  - Making games from study guide questions.
  - Assigning practice from the study guide as homework. (Parents can sign the study guides to indicate that someone has quizzed the students.)
- Provide study guides to tutors, mentors, parents, assistants, and specialists who might be assisting students in their efforts.

Additional Adaptations

Students unable to read or write answers can be given a tape recorded study guide. A reader asks the question on tape, pauses for the student to think about or verbally state his or her answer, and then provides the correct answer.

Example

Following is an illustration of how a third grade teacher teaches her students how to use a study guide effectively. The same process can be used by a high school teacher who has given students study guides throughout a course to continuously review and prepare for final exams.

Miss Herndon, a third grade teacher, knows that her students will be taking graded tests and quizzes as they move into the intermediate grades. To prepare them, Miss Herndon teaches her students how to study from two-column study guides. Each week Miss Herndon provides her students with a four or five item study guide in varioussubject areas. Three or four of the items focus on objectives Miss Herndon has identified. Students generate the remainder of the questions. Using the study guides, students learn to locate answers, write answers, rehearse information, and generate questions.

Fourth, fifth, and sixth grade teachers in Miss Herndon's building provide their students with longer study guides. Each week students are assigned small sections of the study guide. A school-wide goal is for all students to effectively use study guides before they go to the junior high school.

In the script that follows, Miss Herndon teaches her students how to rehearse from the study guide.

Teacher: *Fold your study guide in half* (see Figure D-17). *To study from your guide, first read the question to yourself. 'Describe a microorganism.'*

Then think about the answer. 'A microorganism is . . . a tiny living thing that you can't see without a microscope.' Now turn your paper over and check the answer. 'A microorganism is a living creature that can only be seen with a microscope.' The answer was correct.

Now we need to ask whether the question was easy or hard to answer. Class, when I asked the question, did I have to stop and think about the answer?

Terence: *Yeah, there was a long pause, but you got it right.*

Teacher: *Yes, I had to think about the answer, so I'm going to put a circle around question 1. That tells me I need to keep reviewing it so I'll ask the question again. Describe a microorganism. It's a tiny creature that you can't see without a microscope. How was that?*

Kyla: *You answered quickly and correctly.*

Teacher: *Good, so now we can go on to question 2. But the circle around question 1 reminds me that I need to ask myself the question every once in awhile. Now, I'd like you to practice studying questions 1 and 2. Read the question. Whisper the answer so I can see you practice. Then check the answer.*

Figure D-17

Name Subject Period

Questions	Answers
1. Describe a microorganism. (Page 168-1)	A microorganism is a living creature that can only be seen with a microscope.
2. What is a communicable disease? (Page 169-2)	It is a disease that you can get from someone else.
3. Identify three things people do to avoid harmful microorganisms. (Class)	1. Collect garbage. 2. Treat water. 3. Drink pasteurized milk.
4. Write a question of your own. What is an antibiotic?	It is medicine that kills harmful bacteria.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Conclusion

Teaching students to rehearse from a two-column study guide provides a powerful study strategy that can be used across disciplines and into advanced study at any age.

Adaptation Strategy 7 **Focus Assignments on Critical Course Content and Skills**

Description

Eighty percent of an assignment (representing the most critical course content and skills) is specifically marked. Students are taught to complete the marked items first and finish the remainder of the assignment as time allows.

NOTE: This procedure assumes that 90% to 100% is an "A," 80% to 89% is a "B," and so on. If the school uses a different scale (such as 92% to 100% is an "A," 84% to 91% is a "B," and so on), the procedures should be adjusted.

Rationale and Uses

- By identifying the 80% of the assignment that focuses on critical course content and skills, teachers analyze the usefulness of the assignment. Sometimes assignments actually place a heavy emphasis on nonessential objectives. If this occurs, the assignment might be partially rewritten so that at least 80% of the assignment reflects the teacher's learning expectations.
- Marking the most important part of the assignment reduces a task for a student, but allows the student the opportunity of earning a legitimate grade. An 80% focus includes room for error, but does not preclude the option of doing well. Some students build enough positive momentum on the first 80% of the assignment to keep them motivated through the full assignment.
- By beginning with the most important portions of an assignment, students *review* the most important information and skills. This increases the likelihood that they will complete the marked items successfully. Should the students run out of time or effort, their energies will have been spent on the most important part of the assignment.

Procedures

- On selected assignments, circle the 80% of the items that represent critical course objectives.
- If more than 20% of the items represent nonessential learning, rewrite items or consider an alternative assignment.
- Teach the students who have difficulty completing assignments to begin with the circled items and to finish the remainder as time allows.

Additional Adaptations

If students are not able to read or write answers, consider having the students dictate their responses to other people.

NOTE: Unless disabled, students should be graded on the full 100% of assignments. If students are identified special education students, consult their Individualized Education Plans (IEP).

Example

Intermediate and Secondary Levels

Figure D-18 shows a worksheet on animal behavior. The teacher has marked items that review the most critical course objectives. Initially, she is only able to identify items representing 13 out of 20 points, or 65% of the assignment as being congruent with critical course objectives. The teacher can revise the assignment so that 80% focuses on critical objectives by reallocating the point distribution for various items, or by using selected items to create a new worksheet. She decides to revise the assignment by replacing items 3 and 9 as shown. With these revisions, the circled items represent 16 out of 20 pints, or 80% of the assignment.

Figure D-18

Animal Behavior

Write a sentence using the following words. Each sentence is worth 2 points.

2- ① behavior

2- ② acquired behavior

2- ③ cochlea CHANGE TO reflex

2- ④ conditioning

2- ⑤ inborn behavior

Multiple Choice. Underline the correct word. Each item is worth 1 point.

1- ⑥ A(n) (*reflex act, instinct, conditioned response*) is one kind of acquired behavior.

7. The (*optic nerve, auditory nerve, spinal cord*) connects the eye to the brain.

8. The (*color, body structure, migration*) of birds is controlled by an internal living clock.

1- ⑨ A (*queen, drone, worker*) produces eggs that develop into new bees. REPLACE WITH (*Reasoning, Conditioning, Instinct*) is the ability to remember past experience and use it to solve a problem.

10. If an animal population becomes too large, the individual's territory will likely (*increase, decrease, remain the same*).

Completion. Each item is worth 1 point.

1-⑪ Saliva produced in the mouth of a dog at the sound of a bell is a(n) ________________ response.

12. Eardrums in a grasshopper are located on the insect's ________________.

1-⑬ Training a dog to sit on command is an example of ____________ behavior.

1-⑭ ________________ is a change in behavior that results from experience.

1-⑮ A rat may learn not to eat a poison through trial and ________________.

Conclusion

By marking the 80% of an assignment that represents the most critical course content and skills, at-risk students are given manageable assignments that focus their attention on the most important course objectives.

Adaptation Strategy *8* Focus Test Items on Critical Course Content and Skills

Description

A test is marked to identify 80% of the items that represent the most critical course objectives. Students are taught to begin with the identified items and to complete the remaining test items as time allows.

Rationale and Uses

- When students begin a test by answering test items that reflect skills and information that have been emphasized in class, it increases the likelihood that they will be successful. When students begin successfully, they build positive momentum to complete the remainder of the test.
- Identifying test items that evaluate critical course content and skills allows the teacher to evaluate whether the test places too much emphasis on nonessential objectives. If it does, the test can be partially rewritten or an alternative test can be developed.

Procedures

- Select or develop a test in advance of instruction.
- Identify the 80% of the test that reflects critical course objectives.
- The remaining 20% of the test can be composed of items that reflect nonessential learning and challenge questions.
- If 80% of the test does not test important objectives, rewrite the test, weight important items more heavily, or select an alternative test.
- Create many opportunities to master important course information and skills during instruction and through assignments.
- Teach students who have difficulty taking tests to begin with the identified items, and then to complete the remaining items as time allows.

Additional Adaptations

If students are not able to read or write answers, they could be given an oral test.

NOTE: Unless disabled, students should be graded on the full 100% of tests. If students are identified special education students, consult their Individualized Education Plans (IEP).

Example

In Figure D-19, the teacher has boldfaced 80% of the test (16 points out of 20). These items evaluate objectives the teacher has emphasized during class time and through assignments.

Figure D-19

Quiz: Compromise of 1850

18-20 points = A 16-17 points = B 14-15 points = C 12-13 points = D

Write "North" or "South" by each of the statements below.

1. (1) ______________ There were many small farms where farmers raised grain, hay, and livestock.

2. (1) ______________ There were very few large cities or factories.

3. (1) ______________ People wanted to put a tax on imported goods.

4. (1) ______________ Threatened to leave the Union.

Short Answer

5. (1) You would like to get a dog. Your parents do not want a pet. Write a compromise to this problem.

6. (1+1) What event forced Congress to deal with the differences between the North and the South over slavery?

7. (2+1) List three things the North won in the Compromise of 1850.

8. (1+1) Explain why the North and the South differed over the issue of slavery.

9. (1) Why was Webster willing to compromise over the issue of slavery?

10. (1) What did the Fugitive Slave Law require?

Fill in the Blank and Short Answer

11. (1) In the Compromise of 1850, the issue of slavery in new states would be determined by ______________.

12. (1) Southerners threatened to ______________ from the Union over the issue of slavery.

13. (1) The Compromise of 1850 allowed the North and South ________ years to try to settle their differences.

14. (1) What was likely to happen if a state had tried to secede in 1850?

15. (2) Why is compromise important?

16. (1) Is compromise always the best answer to a problem? Why or why not? (opinion)

Item 7 is worth three points. Two of the three points assess critical course objectives. This indicates that the teacher has spent a fair amount of class time emphasizing two important concessions won by the North in the Compromise of 1850.

Conclusion

Marking the 80% of tests that reflects important course objectives helps to ensure that students have an opportunity for success if they have completed their assignments and participated in class. This simple procedure helps teachers focus their instruction and assignments and helps students demonstrate their knowledge and abilities.

Adaptation Strategy *9* Provide Framed Writing Assignments

Description

Students are given writing prompts—sentence or paragraph starters to help them begin a writing assignment.

Rationale and Uses

- Prompts stimulate thinking. Some students have knowledge and thoughts that they are unable to communicate in writing. Prompts may allow these students to take part in the writing process.
- Framed writing assignments can reduce the handwriting burden for students with fine motor skills.

Procedures

- Determine when the writing demands of the regular classroom might overwhelm a student with writing problems.
- Create frames.

Examples

Essay Question

Figure D-20 shows a framed response for an essay question. This type of frame would be useful for a student who has reasonably good reading skills, but very poor handwriting, spelling skills, or composition skills.

Figure D-20

8. (1+1) **Explain why the North and the South differed over the issue of slavery.** The North and South differed over the issue of slavery because

____.

The North had ______________________________,

while the South had ___________________________.

The South needed _____________________________.

Story Summary

Figure D-21 shows a framed story summary. A story summary could be used in a similar manner to the essay question frame.

Figure D-21

This story took place ______________________________.

There were three main characters: ______________________________,

______________________, and ______________________.

In these times, justice ______________________. When a person was

accused of a crime, he ______________________________

______________________________________.

Behind one door was ______________________________

______________________________________.

This created a problem for the young man and the princess. They __________

______________________________________.

Because this was ______________________________,

the young man ______________________________.

Conflict arises when ______________________________

____

____

______________________________________.

Additional Adaptations

If students are unable to read or write, writing prompts can be read to the students, and the students can dictate their responses.

Conclusion

Writing frames assist students who have difficulty writing. Frames help students to get started on an assignment and to organize their thoughts.

Adaptation Strategy *10* Teach the Students to Manage Their Homework

Description

Use systematic procedures such as notebooks or folders and standard assignment sheets. When age-appropriate, teach students to monitor their grades.

Rationale and Uses

- Chronic disorganization is a major factor in poor academic performance. While only some students *need* to be taught how to systematically keep track of assignments, all students can benefit.
- When all students are required to follow standard procedures and use a common format for logging assignments, it is easier to use guided practice and buddy checking to increase the likelihood that all students use the system.
- Teaching students to track grades helps them take control of their grades. Students who earn poor grades often feel that grades are something the teacher does to them. They just happen—no matter what the student does. When students learn to monitor their own grades and can identify specific things they can do to earn acceptable grades, they learn to assume responsibility. Tracking grades is not appropriate in the early grades; however as students begin moving into a formal grading system, it is important to teach them how the system works.

Procedures

- Establish a school-wide notebook or folder requirement.
- Have students use a standard assignment sheet.
- Actively teach students how to use the assignment sheets through modeling, guided practice, and partner checks.
- Teach students how to monitor their grades (optional).
- Teach students how to complete a daily homework plan (optional).

Examples

Kindergarten, First, and Second Grades

The kindergarten, first, and second grade staff at Washington Elementary School have agreed to use the form shown in Figure D-22. All students will be given folders with the form printed on the outside. The evening's assignment is simply placed in the folder and parents sign the form when the task is completed. In kindergarten, students will have "homework" every Monday and Wednesday. Homework for young children will involve things like telling parents about pictures made, playing a game with someone, or telling a story from a picture. First and second grade students will have homework every Monday, Tuesday, and Wednesday. Their homework will involve things like reading a short story to parents, doing a short math worksheet, and so on. The goal is to teach students to get in the homework "habit" while they are young. The emphasis of instruction is on teaching student responsibility.

Figure D-22

Homework Log

Student Kara Smith Room 6

Due	**Parent/Guardian Signature and Comment(s)**
9/10	M. Smith—Enjoyed listening to Kara! Great story!

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Third Through Upper Intermediate Grades

The third, fourth, and fifth grade teachers at Washington Elementary School decide to have students actually log their assignments and the dates they are due. Because the staff at Washington believes parent involvement is essential in developing good homework habits, students continue to obtain parent signatures when they complete their homework. The following scenario illustrates how a teacher might teach students to use the assignment sheet shown in Figure D-23.

Figure D-23

Homework Log

Student Room

Due	**Assignment**	**Parent/Guardian Signature**
9/10	Page 10	S. Logan

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Teacher: *I am going to give you your math assignment.*

Show me what you need to do. (The students get out their notebooks and turn to their assignment pages. Partner checks ensure that all students complete this task successfully and efficiently.)

Great. Your assignment is due tomorrow, 9/13. Your assignment is page 10. The assignment is written on the overhead. Please copy it and then check your partner.

Tell your partner when you plan to get your assignment done. (The students consult with their partners.)

Now tell your partner what you will do when you finish your assignment. (The students consult with their partners.)

That's right. You will have your parent look at your assignment and sign your assignment sheet.

Tell your partner where you will put your notebook so you won't forget it in the morning. (The students consult with their partners.)

Everyone, what do you need to take home tonight?

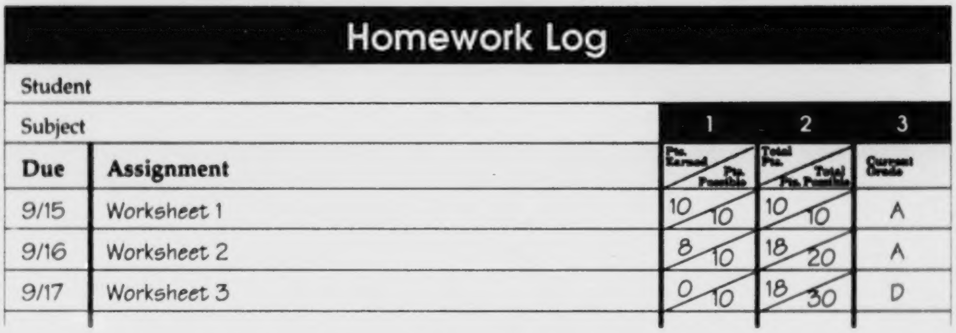
Class: *Notebooks and math books.*

Teacher: (Just before students leave for home . . .) *Show me what you are taking home this evening.* (The students hold up their math books and notebooks.)

Now tell your study partner when you will get your math assignment done. (The students consult with their partners.)

Upper Intermediate Grades Through Secondary Level

The sixth grade staff at Washington Elementary School decides that to prepare their students for junior high, they should learn to keep track of their assignments and grades in different subject areas. The following scenario illustrates how a teacher might teach students to use the assignment sheet shown in Figure D-24.



Homework Log				
Student				
Subject		1	2	3
Due	**Assignment**	Pts. Earned / Pts. Possible	Total Pts. / Total Pts. Possible	Current Grade
9/15	Worksheet 1	10 / 10	10 / 10	A
9/16	Worksheet 2	8 / 10	18 / 20	A
9/17	Worksheet 3	0 / 10	18 / 30	D

Figure D-24

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Teacher: *This year you will have an assignment sheet for each subject. We'll begin by setting up for math. Everyone open your notebooks to the first section. Label the divider 'Math.' While you're doing that, I'm going to hand out an assignment sheet. It should be the first paper in your math section.*

(Using an overhead model . . .) *This year the assignment sheet is a little different. You log the due date and assignment here. Your math assignment is due at the end of class today, 9/15, and your assignment is worksheet 1. Go ahead and log it. If you have questions, look at the overhead.*

Partners, check to see that the date and assignment are logged.

This year, we are also going to teach you how to keep track of your grades. It will help you know when you need to work harder, and when things are going well.

Your assignment today is worth ten points. You log that in column 1 under the diagonal line. Tomorrow when you get your paper back, you will put the number of points you earned above the line. Every time you get a graded class assignment or a homework assignment, you will log the date due, assignment, and points possible. Whenever you get a graded paper back, you'll fill in the number of points you earned and then you'll total all the points you've earned so far in column 2. I'll put the grading scale on the board and you can record your current grade.

My overhead sample shows you a fictitious student. He earned ten points on his first assignment, so his grade was an 'A.' On the next assignment he earned eight out of ten points. To figure out his total points, he added diagonally the number in column 2 from the previous assignment with the number of points he earned in column 1, so his total points were 18 out of 20 and his grade was still an 'A.' On the third assignment, he gets 0 out of 10 because he doesn't turn the homework in. Now when he diagonally totals columns 1 and 2, he has 18 out of 30. When he looks at the grading scale that I put on the board, this is what he sees:

27-30 = A
24-26 = B
21-23 = C
18-20 = D
17 or less = F

What do you think this student should do? Sally.

Sally: *Panic.*

Teacher: *And then what?*

Pat: *Talk to you.*

Teacher: *Yes! One of the most important messages you get in this class is that we all make mistakes, and that we can learn from them. What do you think he will find out?*

Grant: *He'll find out that he's already lost two points because his paper is late, but that he can still turn it in and get some points. If he got eight right, he'd earn six points and that would put him back up to a 'B.'*

Teacher: *You guys are sharp. For the next few weeks, we'll really watch this process. We'll do some goal setting, talk about how to make improvements, and so on.*

Upper Intermediate Grades Through Secondary Level

A middle school staff implements a school-wide notebook policy and is systematically teaching all the students to use assignment sheets and to monitor their grades. In the third week of school, teachers refer Greg to the counselor due to an emerging homework problem. The counselor works with Greg on some long-term goal setting. (See Intervention I: *Goal Setting and Contracting.*) Finding that Greg fully intends to complete school and hopes to go to college, the counselor zeroes in on trying to improve his homework.

Counselor: *Greg, I'm glad that you see the need to manage your homework better. What do you think the problem is?*

Greg: *Well, sometimes I don't have the books I need, and sometimes I turn on the TV and think I'll get around to studying, but . . . I get involved. Mom says I'm addicted.*

Counselor: *Greg, I'd like to set up a daily homework plan for you* (see Figure D-25). *You will go through your assignment sheets at the end of the day, list the assignments you should do, the materials you'll need, and plan when you will study. You can make time for the shows you really want to watch, but you need to plan a specific time to get your work done. Of course, that doesn't ensure you'll do it, but it helps to do advance planning. You'll be less likely to procrastinate.*

Figure D-25

Homework Plan

Student Date

List of Things to Do

Class/Period	Assignment	Materials

Today I plan to do homework at ______________________.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Greg: *I could probably handle that.*

Counselor: *I hope so. I think you are college material. Homework routines will make it possible for you to do well enough in high school to go on. Your grades would be very good if you got your homework in.*

Greg: *Yeah.*

Counselor: *Okay. Meet me here after school, and I'll get you started on the study plan. I'll want you to check in each day for the next week. If you have no problems, then we'll go to once a week.*

Conclusion

Homework problems can be prevented and remediated by teaching students strategies for managing homework. The more systematic and consistent staff are in their policies and procedures, the greater the chance to help students who need to develop positive homework habits.

c. **Consider remediation options.**

IN ADDITION TO adapting instruction and assignments, it is important to teach students the tool skills that enable them to function as independent learners. Adaptation is not sufficient. Tool skills are those skills that enable a student to function as an independent learner. For example:

- Reading fluency is a tool skill. Though reading fluency is not sufficient for understanding text, without reading fluency students cannot access meaning.
- Spelling is a tool skill. When students must frequently interrupt writing to invent spelling, they have difficulty maintaining their train of thought.
- Handwriting is a tool skill. Difficulties with handwriting present a major obstacle for many classroom assignments and activities. Even note taking is a burden. While other students are writing and thinking simultaneously, the student with handwriting problems falls behind and is soon lost.

If tool skills are a problem, remediation should be considered. Consult with the special education teacher or reading specialist. Sometimes this is appropriate as part of a special education plan. When a student is not eligible for special education services, other possibilities, such as small group instruction in the classroom or a tutorial, should be explored. A variety of programs are available. By discussing the possibilities with building or district specialists, it may be possible to set up programs that not only help the student to be successful through greater assistance and adaptation, but to also provide the student with the skills needed to become independent.

Mr. Bean decides to discuss Aaron's fluency problems with the special education teacher. After reviewing Aaron's records, they both agree that Aaron would not qualify for special education. They also agree that without specific work on reading fluency and handwriting, it is unlikely that Aaron will simply catch up. The special education teacher suggests that Aaron work in Science Research Associates' (SRA) Corrective Reading Decoding B Program. As Aaron's academic problems are relatively minor, the special education teacher feels that she can train a student to work with Aaron, but stresses that he will need to work in the program five days per week. Mr. Bean decides to try to set up a tutorial during Aaron's homeroom with an older student. The special education teacher agrees to teach Aaron and the tutor how to work in the program. Mr. Bean and the special education teacher also decide that Aaron's handwriting can be improved by using a district-developed program. As practice is presented systematically, they decide to see whether Aaron's mother can supervise his daily handwriting practice.

d. Set up a plan to review possible adaptation strategies and remediation options with staff members.

THE FORMAT FOR discussing academic assistance will vary depending upon the staff members' prior experience with adaptation strategies. The "Academic Assistance Form" provides a framework for discussing possible adaptation strategies and may be particularly useful if staff members are unfamiliar with adaptation strategies.

Mr. Bean decides to use the format of the "Academic Assistance Form" to help him present Aaron's strengths and weaknesses to the staff members and to discuss the remediation options for improving Aaron's reading fluency and handwriting. He will also use the information on the form to review the adaptation process and to explore the possibility of highlighting texts and implementing procedures to help Aaron manage homework (see Figure D-26.)

Step 5 Meet with appropriate staff members to discuss the student's strengths and weaknesses and to develop a manageable plan of academic assistance.

Because Aaron has the most difficulty in English and geography, Mr. Bean meets with Mrs. Graham and Mr. Baxter, the geography teacher. Mrs. Elliot, the special education teacher, offers to join the group as an additional resource person. (While Mr. Bean would prefer to bring all of Aaron's teachers together, he knows that the staff is burned out on meetings. He also feels that the "Teacher Inventory" has provided a good profile of Aaron's strengths and weaknesses already.)

a. Review student information from the "Academic Assistance Form."

Mr. Bean provides each teacher with a copy of Aaron's "Academic Assistance Form." After summarizing his findings, he suggests tutorials for reading fluency and handwriting.

Mrs. Graham: *I'm glad that Aaron will be getting some help, though I'm surprised to hear that he has a reading problem.*

Mr. Bean: *We're beginning to see that this problem is quite common. I think in the past, many students like this just dropped out of school.*

BEST COPY AVAILABLE

Figure D-26

Academic Assistance Form

Student Aaron Mathison **Grade** 7 **Date** 12/7

A. Informal Assessment Information

1. Oral Reading Fluency: 128 words correct per minute
   Materials: Geography text, *The Red Pony*
2. Strengths and Weaknesses

	Subjects	Abilities	Behavior
Strengths	Math Spanish P.E. Physical Science	Verbal Strong conceptually Comprehension	Cooperation and participation in subjects he is doing well in
Weaknesses	Geography English	Writing Handwriting Reading Fluency Homework	No cooperation in classes he is not doing well in

B. Remediation

1. Reading fluency tutorial during homeroom: Corrective Reading Decoding B Program
2. Daily handwriting practice (at home, supervised by his mother) with district-developed program

C. The Adaptation Process: Use the outline below as an optional framework for developing a plan of academic assistance.

1. Identify assignments or activities that haven't yet been given.
2. Anticipate problems that the student (and other students) may encounter.
3. Design whole class instruction to prevent anticipated problems.
4. Consider making assignments more manageable by providing additional assistance and/or adjusting the length and complexity of assignments.
5. Consider alternative ways for the student to demonstrate knowledge or abilities.
6. Gradually fade the adaptations as the student gains competence.

D. The Adaptation Menu: Adaptation involves an endless variety of procedures. The following strategies are provided as suggestions, but is not an exhaustive list of possibilities. Discuss applicable adaptations and brainstorm other possibilities.

Adaptation Strategy 1:	Construct and Use Framed Outlines
Adaptation Strategy 2:	Design and Use Interactive Graphic Organizers
Adaptation Strategy 3:	Identify and Preteach Essential Vocabulary Words
Adaptation Strategy 4:	Highlight Textbooks and Printed Materials
Adaptation Strategy 5:	Transcribe or Summarize Highlighted Text
Adaptation Strategy 6:	Provide Two-Column Study Guides
Adaptation Strategy 7:	Focus Assignments on Critical Course Content and Skills
Adaptation Strategy 8:	Focus Test Items on Critical Course Content and Skills
Adaptation Strategy 9:	Provide Framed Writing Assignments
Adaptation Strategy 10:	Teach the Students to Manage Their Homework
11:	Other

E. Attach a summary of the "Academic Assistance Plan."

F. Follow-Up Meeting

12/8, 3:15—to review highlighting. 12/12, 3:15— to review the plan.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

b. Review and discuss the Adaptation Process and possible strategies that might be implemented.

Mrs. Graham: *I can understand how Aaron would be frustrated. However, I don't think I should have to put up with his obnoxious behavior.*

Mr. Bean: *Aaron clearly has a pattern of being obnoxious when he isn't being successful, but he is also consistently well-behaved when he is successful. I'm hopeful that we can bring some relief to both of you if we can help him improve his academic record. I've been boning up on how to adapt instruction, and I think we might be able to work out some possibilities.*

Let's look at 'C, The Adaptation Process' on Aaron's 'Academic Assistance Form.' It might help stimulate some ideas and discussion.

Mrs. Graham: *Good. I keep hearing that we should adapt curriculum, but no one tells us how.*

Mr. Bean: *Actually, this is an adaptation process. It will give us a framework to work with, but our ideas and suggestions will be the most important considerations. If you look at 'D,' there is also a menu of specific strategies that we may want to consider. To get this started, let's go to the process. Let's first identify some assignments or activities that haven't yet been given and then see if we can anticipate the kinds of problems that Aaron and other students might have.*

Mr. Baxter: *That's easy. I'm going to assign a major report on European countries and I can tell you right now that Aaron and some of the others probably won't turn it in.*

Mr. Bean: *That's a perfect example. Now we want to anticipate the specific problems Aaron and others might have.*

Mr. Baxter: *Well, obviously Aaron will have trouble skimming sources, taking notes, and writing a rough draft. Getting it in final form will also be a problem because he'll probably have a hard time managing his time.*

Mr. Bean: *This is great. You don't seem to have any difficulty anticipating the problems.*

Mr. Baxter: *We've seen them often enough.*

Mr. Bean: *Do you think there are some things you can do with the whole class that might alleviate any of the problems?*

Mr. Baxter: *I guess I've never had time to think about it.*

Mrs. Graham: *I've tried giving my students multiple due dates on big assignments. You know, ten note cards due one day, then ten the next day, and so on. It's helped a lot.*

Mr. Baxter: *That's worth a shot. Enough of the kids don't manage their time well so it would probably do them all some good. Don't they need to learn to manage their time themselves though?*

Mrs. Elliot: *You might consider turning this into a group lesson. You could break the report writing process down with the class, and then have them assign the multiple due dates.*

Mr. Baxter: *I like that idea.*

Mr. Bean: *Another part of the Adaptation Process is to consider making the assignment more manageable by providing more assistance, and/or adjusting the length or complexity.*

Mrs. Elliot: *Some examples of that would be to provide shorter sources for Aaron, or reducing the number of required sources, or even highlighting one source for Aaron that he could take notes from.*

Mr. Baxter: *One source would be okay. I would be happy if some of these kids turned in anything. How do you do the highlighting?*

Mr. Bean: *Actually highlighting was one of the suggestions I had for both of you. Basically, it means you highlight important information in the text so that Aaron can focus his reading on the essentials. I have some samples that you can look at.*

Mr. Baxter: *That's something I could do. I can see how that would help with note taking, but what about the actual report writing?*

Mr. Bean: *Well, we also want to consider alternative ways for Aaron to demonstrate his knowledge or abilities.*

Mr. Baxter: *I suppose an oral report is a possibility.*

Mrs. Elliot: *I think that would be a good option. Another thought would be to have Aaron write his rough draft in small portions. It isn't that he can't write. He just writes so poorly that he gets frustrated. Maybe we could get someone to type up the final copy for him.*

Mrs. Graham: *I can see how this might help, but it sounds pretty work intensive. I'm not sure that I'm willing to do all this for my lessons.*

Mr. Bean: *I appreciate your honesty. There are many things we can do to help Aaron. The trick will be to find what we can afford the time to do.*

BEST COPY AVAILABLE

Mr. Baxter: *I really like the highlighting idea, and I'd have the time for it. Every year there are four or five students who have a similar problem as Aaron's.*

Mrs. Graham: *I guess I'd be willing to try the highlighting, but I'm not sure about how it would work.*

Mrs. Elliot: *Let's meet after school and I'll walk you through the process of highlighting. Then we can talk about ways you can use the text. What are you reading next?*

c. Identify a manageable plan of assistance.

After going through the Adaptation Process, and discussing a few of the strategies from the Adaptation Menu, the group decides to help Aaron manage his homework by requiring a notebook and teaching Aaron to log his assignments and record his grades. Both teachers agree to provide highlighted texts and to allow Aaron to negotiate alternative ways to submit written work. For example, Mr. Baxter will accept a final report typed by a parent volunteer and Mrs. Graham will let Aaron give an oral book report.

d. Identify ways to determine whether the intervention is helping the student reach his goal(s).

THERE SHOULD BE at least two independent means of evaluating progress. Because academic success takes time, small improvements may go unnoticed unless there is a way to determine whether the intervention is having a positive impact. Evaluation might include subjective assessments by the teacher, student, and/or parent; monitoring work completion, grades, or office referrals; or by comparing work samples.

Because Aaron will be using an assignment system that includes daily monitoring of grades, his plan has a built-in evaluation system. Mr. Bean also decides to check informally with Mrs. Graham and Mr. Baxter once each week to see how things are going and to offer assistance as necessary.

e. Review staff responsibilities.

Mr. Bean: *Let me review what we are doing here. I've been jotting down some notes and I'll send everyone a written summary.*

BEST COPY AVAILABLE

f. **Schedule a follow-up meeting.**

Mr. Bean: *I appreciate everyone's cooperation. I'll meet with Aaron and his mother to go over everything and do some goal setting. I'd also like to schedule a follow-up meeting. I know you are really busy, but we'd like to make sure that we give you enough support to see this through.*

Step 6 Meet with the student to discuss and finalize the plan.

a. **Review the problem and goal(s).**

Mr. Bean meets with Aaron and his mother. Because Aaron is very sophisticated, Mr. Bean goes through the assessment results, treating Aaron as an adult. As they talk, Aaron agrees that the goals Mr. Bean and his mother have discussed seem reasonable.

b. **Discuss the possible academic assistance plan.**

Mr. Bean: *First let's talk about reading and handwriting. This is what we would like to propose . . . . What do you think?*

Aaron: *I don't mind doing it, but who will I work with for reading?*

Mr. Bean: *We have Evie Collins in mind. She's an 8th grader and very responsible.*

Aaron: *Will she blab to everyone that she's helping me?*

Mr. Bean: *We thought of Evie because she would protect your feelings. We would explain to her why you are doing this and that it is a very mature decision on your part. We'll also explain that you are very bright, but that somehow you just missed out on this one skill. What do you think?*

Aaron: *I guess it'd be okay.*

Mr. Bean: *Good. Now, I want to talk about what Mrs. Graham and Mr. Baxter are willing to do. This will take some negotiating occasionally, but both teachers are willing to help you as long as you are willing to help yourself . . . .*

c. **Make revisions to the plan as necessary.**

d. Schedule a time to teach the strategies or skills.

Mr. Bean: *You'll be reporting to the counseling center during homeroom? We'll start tomorrow. I'll review the homework sheet you'll be using and get you started on the handwriting exercises. Next week we'll begin work on the reading fluency.*

e. Schedule a time to meet regularly with the student to discuss progress.

Mr. Bean: *Once we've got you going, why don't we meet every Wednesday during homeroom? You can keep me informed, I can listen to you and Evie work on reading, and we can see if you need help with anything.*

f. Review everyone's roles and responsibilities.

Mr. Bean: *I'd like to go over everything again. I know there are a number of things we need to remember . . . .*

g. Conclude the meeting with words of encouragement.

Mr. Bean: *Aaron, I'm very excited about this plan. I think you've had to hobble along. I can understand your frustration because you are a very bright student. Once your handwriting and reading problems are fixed up, I think you'll fly. You are giving yourself a great present. Nothing will change overnight, but I know that you'll begin seeing a change in things. Overall, I want you to know that Mrs. Graham, Mr. Baxter, myself, and your mom are all willing to help you.*

Step 7 Implement the plan.

a. Get started.

b. Provide the student with ongoing support and encouragement.

c. Evaluate the impact of the intervention, making revisions and adjustments as necessary.

ACADEMIC ASSISTANCE MAY require many variations on a theme as the demands of the classroom change and student skills grow. If possible, teachers should read all of Step 4 (on the Adaptation Process and the Adaptation Menu). Knowledge of the Adaptation Process can help classroom teachers alter procedures as necessary.

Because behavior and academic difficulties are often interwoven, other interventions to consider include:

Intervention E:	*Restructuring Self-Talk*
Intervention G:	*Mentoring*
Intervention I:	*Goal Setting and Contracting*
Intervention J:	*Teaching Desired Behaviors*
Intervention L:	*Structured Reinforcement Systems*

During the first two weeks of the intervention plan, Mr. Bean is very pleased. Both Mr. Baxter and Mrs. Graham report improved behavior by Aaron.

In the third week, Aaron begins having problems remembering to take home materials to work on. Mr. Bean decides to implement the daily homework plan.

At the end of the first month of the intervention, Mr. Bean and Aaron jointly decide that things are better. Aaron's grades have improved to "Cs" in both geography and English. Aaron's reading fluency is also clearly improving. The suggestion of the special education teacher to practice word families and accurate reading and rereadings of easy-to-read passages from Corrective Reading Decoding B seem to be paying off. Mr. Bean can tell that Aaron is beginning to let go of his habit of rushing and bumbling through text. Though Mr. Bean recognizes that this intervention will be a long-term process, he knows that it may make a big difference over the years—one less kid in detention, and one more graduate.

Conclusion

Regardless of how supportive adults might be, when students are unable to meet academic expectations, they must deal with their sense of failure and frustration on a daily basis. Some students respond with apathy. Some students become irritated or angry. Some students will do anything to avoid feeling incompetent. Though *Academic Assistance* tends to be work intensive, it gives students a chance to survive in and become competent members of the learning community.

References

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Baumann, J. & Kameenui, E. (1991). Research on vocabulary instruction: Ode to Voltaire. In J. Flood, J.M. Jensen, D. Lapp, & J.R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 604-632).

Bergerud, D., Lovitt, T.C., & Horton, S. (1988). The effectiveness of textbook adaptations in life science for high school students with learning disabilities. *Journal of Learning Disabilities, 21*, 70-76.

Black, H. & Black, S. (1990). *Book II: Organizing thinking*. Pacific Grove, CA: Midwest Publications.

Carnine, D., Silbert, J., & Kameenui, E. (1990). *Direct instruction reading*. Columbus, OH: Merrill Publishing.

Engelmann, S., Johnson, G., Becker, W., Meyers, L., Carnine, L., & Becker, J. (1988a). *Corrective reading decoding B-1: Decoding strategies*. Chicago, IL: Science Research Associates.

Engelmann, S., Johnson, G., Becker, W., Meyers, L., Carnine, L., & Becker, J. (1988b). *Corrective reading decoding B-2: Decoding strategies*. Chicago, IL: Science Research Associates.

Gerstein, R. & Dimino, J. (1990). *Reading instruction for at-risk students: Implications of current research.* Eugene, OR: Oregon School Study Council, University of Oregon.

Hasbrouck, J. & Tindal, G. (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children, 24*(3), 41-44.

Heimlich, J.E. & Pittelman, S.D. (1986) *Semantic mapping: Classroom applications*. Newark, NJ: International Reading Association.

Hofmeister, A. & Lubke, M. (1990). *Research into practice*. Boston: Allyn and Bacon.

Lovitt, T.C. (1991). *Preventing school dropouts: Tactics for at-risk, remedial and mildly handicapped adolescents*. Austin, TX: Pro-Ed.

Mallinson, G., Mallinson, J., Smallwood, W., & Valentino, C. (1985). *Silver Burdett science*. Morristown, NJ: Silver Burdett Company.

Ness, E. (1967). *Sam, Bangs and Moonshine*. New York: Henry Holt and Company.

Northwest Regional Educational Laboratory. (1990). *Effective schooling practices: A research synthesis, 1990 update*. Portland, OR: Author.

Santa, C.M., Havens, L.M., Nelson, M., Danner, M., Scalf, L., & Scalf, J. (1988). *Content reading including study systems: Reading, writing and studying across the curriculum*. Dubuque, IA: Kendall Hunt Publishing.

Shinn, M.R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children*. New York: The Guilford Press.

U.S. Department of Education. (1987). *What works: Research about teaching and learning* (2nd ed.). Washington, DC: Author.

Woods, M. & Moe, A.J. (1989). *Analytic reading inventory*. New York: Macmillan.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Academic Assistance*.

These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Identify the problem(s) and establish a focus.

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Contact the student's parent(s) or guardian. **i.** Discuss the problem. **ii.** Discuss goals for improvement. **iii.** Request parental permission to conduct an informal assessment of the student's academic needs, and to develop a plan of assistance.	

Step 2 Develop a plan for conducting an informal academic assessment.

		Notes
a.	Review possible informal assessment procedures.	
	i. Analyze information from a teacher inventory. **ii.** Analyze student work samples. **iii.** Collect oral reading fluency data. **iv.** Conduct an informal reading inventory. **v.** Work one-to-one with the student on an assignment.	
b.	Select procedures that are useful, manageable, and age-appropriate.	
c.	Prepare or collect any materials necessary to complete the assessment.	

The Summary Record (cont'd)

Step 3 Conduct the informal academic assessment.

	Notes
a. Complete the assessment components that do not require working directly with the student.	
b. Meet with the student to complete the assessment. i. Review the problem(s) and overall goal(s) with the student. ii. Conduct the assessment. **c.** Analyze the results.	
d. Summarize student strengths and weaknesses using the "Academic Assistance Form."	
e. Target specific areas for which to provide assistance.	

Step 4 Consider adaptation and remediation options to help the student achieve academic success.

	Notes
a. Become familiar with the Adaptation Process.	
i. Identify assignments or activities that haven't yet been given. ii. Anticipate problems that the student (and other students) may encounter. iii. Design whole class instruction to prevent anticipated problems. iv. Consider making assignments more manageable by providing additional assistance and/or adjusting the length and complexity of assignments. v. Consider alternative ways for the student to demonstrate knowledge or abilities. vi. Gradually fade the adaptations as the student gains competence.	

The Summary Record (cont'd)

	Notes
b. Consider selecting or modifying strategies from the Adaptation Menu.	
Adaptation Strategy 1: Construct and Use Framed Outlines	
Adaptation Strategy 2: Design and Use Interactive Graphic Organizers	
Adaptation Strategy 3: Identify and Preteach Essential Vocabulary Words	
Adaptation Strategy 4: Highlight Textbooks and Printed Materials	
Adaptation Strategy 5: Transcribe or Summarize Highlighted Text	
Adaptation Strategy 6: Provide Two-Column Study Guides	
Adaptation Strategy 7: Focus Assignments on Critical Course Content and Skills	
Adaptation Strategy 8: Focus Test Items on Critical Course Content and Skills	
Adaptation Strategy 9: Provide Framed Writing Assignments	
Adaptation Strategy 10: Teach the Students to Manage Their Homework	
c. Consider remediation programs.	
d. Set up a plan to review possible adaptation strategies and remediation options with staff members.	

Step 5 Meet with appropriate staff members to discuss the student's strengths and weaknesses and to develop a manageable plan of academic assistance.

	Notes
a. Review student information from the "Academic Assistance Form."	
b. Review and discuss the Adaptation Process and possible strategies that might be implemented.	

The Summary Record (cont'd)

		Notes
c.	Identify a manageable plan of assistance.	
d.	Identify ways to determine whether the intervention is helping the student reach his goal(s).	
e.	Review staff responsibilities.	
f.	Schedule a follow-up meeting.	

Step 6 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Discuss the possible academic assistance plan.	
c.	Make revisions to the plan as necessary.	
d.	Schedule a time to teach the strategies or skills.	
e.	Schedule a time to meet regularly with the student to discuss progress.	
f.	Review everyone's roles and responsibilities.	
g.	Conclude the meeting with words of encouragement.	

Step 7 Implement the plan.

		Notes
a.	Get started.	
b.	Provide the student with ongoing support and encouragement.	
c.	Evaluate the impact of the intervention, making revisions and adjustments as necessary.	

Parental Permission Form

Dear______________________________:

We would like to develop a plan to support ____

____

____

To assist us in developing the most useful plan, we would like your permission to informally assess your child's academic skills and work habits. This will include:

Please sign the slip below and return it to school by __________________________. As soon as the assessment has been completed, we will be in touch.

Thank you for your assistance.

Sincerely,

- -

_________________________ has my permission to informally assess ________________________'s academic skills and work habits, and to develop a plan of assistance.

Signed (Parent or Guardian) Date

Teacher Inventory

Student **Grade** **Date**

Please complete a student performance rating for this student. The information you provide will be used to help develop an individual plan of assistance.

5 = Always 4 = Usually 3 = Sometimes
2 = Rarely 1 = Never NA = Not Applicable

NOTE: 3 or below indicates a problem.

	Student Performance	Periods or Subject Areas						
		1	2	3	4	5	6	7
Please attach a representative sample of student work.	**Academic Standing** **(List the student's current grade using the values assigned on the student report card, i.e., letter grades, ✓ + -, etc.)**							
	Attends class regularly							
	Punctual							
	Cooperative							
	Participates in class activities							
	Stays on task							
	Completes in-class assignments							
	Completes homework							
	Quality of work is satisfactory							
	Passes tests							
	Other ______________________							

Please identify student strengths and goals for improvement.

Teacher Inventory

Student Grade Date

Please complete a student performance rating for this student. The information you provide will be used to help develop an individual plan of assistance.

5 = Always
4 = Usually
3 = Sometimes
2 = Rarely
1 = Never
NA = Not Applicable

NOTE: 3 or below indicates a problem.

		Periods or Subject Areas						
	Student Performance	1	2	3	4	5	6	7
Please attach a representative sample of student work.	**Academic Standing** (List the student's current grade using the values assigned on the student report card, i.e., letter grades, ✓ + -, etc.)							

Please identify student strengths and goals for improvement.

Academic Assistance Form

Student Grade Date

A. Informal Assessment Information

1. Oral Reading Fluency: _________ words correct per minute
   Materials:
2. Strengths and Weaknesses

	Subjects	Abilities	Behavior
Strengths			
Weaknesses			

B. Remediation

C. The Adaptation Process: Use the outline below as an optional framework for developing a plan of academic assistance.

1. Identify assignments or activities that haven't yet been given.
2. Anticipate problems that the student (and other students) may encounter.
3. Design whole class instruction to prevent anticipated problems.
4. Consider making assignments more manageable by providing additional assistance and/or adjusting the length and complexity of assignments.
5. Consider alternative ways for the student to demonstrate knowledge or abilities.
6. Gradually fade the adaptations as the student gains competence.

Academic Assistance Form (cont'd)

D. The Adaptation Menu: Adaptation involves an endless variety of procedures. The following strategies are provided as suggestions, but is not an exhaustive list of possibilities. Discuss applicable adaptations and brainstorm other possibilities.

Adaptation Strategy 1: Construct and Use Framed Outlines
Adaptation Strategy 2: Design and Use Interactive Graphic Organizers
Adaptation Strategy 3: Identify and Preteach Essential Vocabulary Words
Adaptation Strategy 4: Highlight Textbooks and Printed Materials
Adaptation Strategy 5: Transcribe or Summarize Highlighted Text
Adaptation Strategy 6: Provide Two-Column Study Guides
Adaptation Strategy 7: Focus Assignments on Critical Course Content and Skills
Adaptation Strategy 8: Focus Test Items on Critical Course Content and Skills
Adaptation Strategy 9: Provide Framed Writing Assignments
Adaptation Strategy 10: Teach the Students to Manage Their Homework
11: Other

E. Attach a summary of the "Academic Assistance Plan."

F. Follow-Up Meeting

Vocabulary Practice Sheet

Student

Subject

Date

Word	Definition	Sentence	Picture	Page

Study Guide

Name Subject Period

Questions	Answers
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Homework Log

Student Room

Due	Parent/Guardian Signature and Comment(s)

Homework Log

Student

Room

Due	Assignment	Parent/Guardian Signature

Homework Log

Student

Subject

Due	Assignment	1 Pts. Earned / Pts. Possible	2 Total Pts. / Total Pts. Possible	3 Current Grade

Homework Plan

Student **Date**

List of Things to Do

Class/Period	**Assignment**	**Materials**

Today I plan to do homework at ______________________________.

INTERVENTION

E

Restructuring Self-Talk

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Restructuring Self-Talk

The student makes negative comments about himself/herself and others.

To assist **STUDENTS** with problems associated with:

- A Negative Attitude
  "Do we have to do that?"
  "Painting is stupid. Why do we have to do art anyway?"
- Self-Put Downs
  "I can't do anything."
- Poor Self-Esteem or Self-Concept
  "What do you expect? I knew I'd blow it."
- Defeatist Attitudes
  "I'll just mess it up if I try and do that."
- Self-Control Problems
  "I can't help it. He made me hit him."
- Excessive Criticism or Sarcasm
  "Those are really ugly shoes."
  "Yeah, right. Sure."

Introduction

Self-talk includes nonverbal and verbal statements we make about ourselves. Students who engage in high rates of negative self-talk feel powerless. Anger and frustration direct their actions. *Restructuring Self-Talk* helps students learn to redirect their negative thoughts and behavior.

Rationale

Behavior is clearly influenced by how we perceive ourselves. We tend to do the things we think we will be successful at and to avoid things we think will lead to failure. By the same token, our self-perceptions are influenced by our behavior. When we do something well, we feel good about ourselves. Related to both self-perception and behavior is self-talk. When we think positively, we tend to behave positively. This results in a positive sense of self. On the other hand, if we think negatively, we are likely to have difficulty accomplishing tasks, which in turn results in an increasingly poor self-concept.

The relationship of self-talk to behavior and self-concept can be seen across age groups and situations. "Angie" is a sixth grade student who did not learn to read well. Although she read well enough to comprehend, Angie read slowly and inaccurately. Because reading was always difficult, Angie avoided reading unless necessary, resulting in further diminished skills in comparison to her more skillful peers. As Angie muddled through her school work, she began to feel less and less competent.

In fifth grade, Angie's reading difficulties outpaced her ability to compensate. Angie was finally diagnosed as having a reading problem and remediation was initiated. By the end of the year, Angie was reading solidly at grade level; however, her other academic difficulties persisted. Although she had gained the skills needed to be successful, Angie's self-concept was still bruised by many years of struggling. As she approached an academic task, she was still thinking, "It won't be fun. It's too hard. I can't do this." Angie's negative thoughts created barriers to success.

Restructuring Self-Talk is an appropriate intervention for Angie in combination with other academic assistance strategies (for additional information, see Intervention D: *Academic Assistance*). Angie's need for improved self-talk is analogous to many situations—the Olympic ice skater who has missed the Gold and wants to try again, the student with chronic behavior problems who wants to be successful in school, or the adult who has never exercised and wants to get into shape. Positive self-talk can help students overcome a negative attitude and, in turn, improve their behavior.

Caution: This intervention may need to be paired with other interventions. In the example above, it would be inappropriate to provide Angie with training in positive self-talk unless her academic problems were also addressed. Similarly, if a student has anger control problems, she may need to learn how to respond appropriately to various situations and receive training in positive self-talk.

The Summary

Before Implementing *Restructuring Self-Talk*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop a plan to help the student use *Restructuring Self-Talk*.

a. Review the problem and overall goal(s) for the student.
b. Make a list of the types of negative statements the student makes in various situations.
c. List positive statements the student might use to replace negative thoughts and statements.
d. Identify signals that might be used to prompt the student to make positive statements.
e. Develop a procedure for the student to monitor self-talk.
f. Identify an adult or adults who can meet with the student on a regular basis to discuss progress and practice positive self-talk.
NOTE: In some cases, this will be finalized at the first meeting with the student.
g. Identify ways to determine whether the intervention is helping the student meet his goal(s).
h. Determine who will meet with the student to discuss and finalize the plan.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).
b. Help the student change negative statements into positive statements.
c. Briefly demonstrate the use of positive statements through role playing.
d. Help the student learn to recognize and respond to a signal.
e. Show the student how to monitor self-talk.
f. Set up a schedule for practicing positive self-talk, debriefing with the student, and evaluating progress.
g. Review everyone's roles and responsibilities.
h. Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

a. Get started.
b. Evaluate, revise, and fade the plan.
c. Once the intervention has been faded, provide continued follow-up, support, and encouragement.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan to help the student use *Restructuring Self-Talk*.

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Armondo is easily frustrated. When he makes errors in math, he explodes. "This is stupid! I'm just no good at math!" If he misses a ball in four square, he stalks off in a huff. He is often seen leaving games, and frequently tells his teacher, "I can't do anything!" Armondo's teacher notices that Armondo vacillates between frustration, anger, and not wanting to try. "I can't draw. I'll just mess it up." Armondo's teacher tries to reassure him whenever she hears him put himself down, but feels that Armondo needs help learning to value his own efforts.

Athletically, Armondo is like most boys his age. He does not have remarkable abilities, nor does he have serious problems. Academically, Armondo also seems of average ability. Results from an informal reading inventory show that Armondo reads with good fluency and comprehends grade level materials. His teacher reports that he does fine, but that he becomes very angry when he makes even a minor mistake.

Armondo's parents are very supportive of school. They see his frustration at home, too. Armondo has an older sister who does exceptionally well in school. On the other hand, it is difficult to get Armondo to do his work. Armondo's parents report that he huffs and puffs about having to do homework. Once he settles down he does fine, but it's always a struggle first.

In discussing Armondo's problems, everyone agrees that Armondo's negative self-talk increases his dissatisfaction with himself. They decide to help Armondo restructure his self-talk, while also working to provide Armondo with other activities that will help to improve his self-concept. The goal for this intervention is to help Armondo recognize his abilities through positive self-talk.

b. Make a list of the types of negative statements the student makes in various situations.

THIS LIST WILL be used to help the student understand how negative statements interfere with his goal.

The interventionist (the school counselor in this instance) and Armondo's teacher begin making a list of Armondo's negative statements:

P.E.	*"I hate running on the track. It's stupid. I'm always at the end."*
Book Reports	*"I can't read that whole book."*
Homework	*"I hate homework. I don't have time to get it all done."*

c. **List positive statements the student might use to replace negative thoughts and statements.**

WHEN NEGATIVE SELF-TALK is habitual, the student may not know how to replace negative thoughts with more positive thoughts. It will be important to have several models of positive self-talk for the student.

Next the counselor and teacher begin identifying alternative statements Armondo might make:

P.E.	
Negative:	*"I hate running on the track. It's stupid. I'm always at the end."*
Alternative:	*"I can pace myself and be right with everyone else."*
Book Reports	
Negative:	*"I can't read that whole book."*
Alternative:	*"I can read a little each day. Before I know it, the book will be done."*
Homework	
Negative:	*"I hate homework. I don't have time to get it all done."*
Alternative:	*"I need to do my homework. I will work for ten minutes after my snack, and then again for a half hour right after dinner."*

This list can be expanded when the problem is discussed with the student in Step 2.

d. **Identify signals that might be used to prompt the student to make positive statements.**

YEARS OF NEGATIVE self-talk often make it difficult for a student to restructure self-talk. When an adult notices the student in a situation where practiced self-talk would be appropriate, signals can be used to prompt the student to make a positive statement. The specific signal should be determined jointly with the student. Suggestions include:

- Touching an ear lobe.
- Raising an eyebrow.
- Clearing your throat.
- Touching the student's arm gently.
- Etc.

e. Develop a procedure for the student to monitor self-talk.

BECAUSE NEGATIVE SELF-TALK may be a deeply ingrained habit, it is important to help the student become aware of his own thoughts and statements. Self-monitoring might involve a system of having the student count negative and positive thoughts or statements. Along with this system, the student is taught to make a positive statement whenever he records a negative statement. This results in the student making at least one positive statement for every negative statement. (Self-monitoring systems need to be tailored to the sophistication of the student and may not be appropriate in some cases.)

The counselor and teacher decide that Armondo is sophisticated enough to self-monitor his own self-talk. To assist him, they have devised the chart shown in Figure E-1. This chart will be kept in the front of Armondo's notebook. Armondo will be taught to circle a number each time he catches himself making a negative thought or comment, and to circle a number each time he makes a positive thought or comment. If the teacher notices Armondo marking a negative, she can coach him to make a positive statement at that time. Later, if the number of negative statements recorded on Armondo's chart is higher than the number of positives, the adult can have Armondo make and record one positive comment for every negative comment.

Figure E-1

Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

NOTE: A variety of self-monitoring forms are available in the "Reproducible Materials" at the end of this intervention booklet.

f. Identify an adult or adults who can meet with the student on a regular basis to discuss progress and practice positive self-talk.

NOTE: In some cases, this will be finalized at the first meeting with the student.

Armondo's teacher and the counselor agree that initially Armondo should work with someone five days a week in five to ten minute sessions. Armondo's teacher feels that Armondo's mother would help out. She is very willing to help and could work patiently with Armondo. The counselor agrees to work on positive self-talk with Armondo every Tuesday and Thursday as soon as Armondo gets off the bus, and suggests that they explore the possibility of Armondo's mother working with him on Mondays, Wednesdays, and Fridays.

g. Identify ways to determine whether the intervention is helping the student meet his goal(s).

THERE SHOULD BE at least two independent means of evaluating progress. Because behavior is difficult to change, small improvements may go unnoticed unless there is a way to determine whether the intervention is having a positive impact. Evaluation might include tracking the student's self-monitoring charts, direct observation of the student to see whether he is practicing improved self-talk, and/or a subjective assessment from the teacher, parent, and/or student. Evaluation procedures are important to help determine whether the procedures should be revised or faded.

Armondo's teacher and counselor decide to use Armondo's self-counting and their own perceptions to provide two measures of the intervention's effectiveness. Armondo's teacher agrees to keep an informal daily log of Armondo's willingness to attempt tasks, and his record of positive and negative talk.

h. Determine who will meet with the student to discuss and finalize the plan.

USE PROFESSIONAL JUDGMENT to determine who will be present when the plan is discussed with the student. Some students will be more responsive to a discussion if only one adult is present. In other cases it will be important to include parents, an interventionist, and/or an assistant who will be working with the student.

Armondo's teacher and counselor decide that they both should be involved in the meeting, and that it would be appropriate to invite both of Armondo's parents.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).

BEGIN THE MEETING with a quick review of the problem and goal(s).

Teacher: *Armondo, I am concerned that sometimes you talk yourself into not being able to do something that you can do. We've talked a little about this, but it seems to be a very strong habit. Yesterday, during writing you told me that you couldn't write, but I know that you write quite well. In art today, I heard you tell Addie that you hate art because you can't draw. It's okay to hate art, but I think your drawings are some of the best I've seen.*

Armondo's Mother: *Armondo, your father and I are also concerned. You do many things very well, but we often hear you saying that you can't do something. I worry that you are very hard on yourself. We've talked about it before, but there are many days when you are unhappy with everything you do.*

Counselor: *Armondo, can you think of some things that you say that are put downs to yourself?*

Armondo: *Not really.*

Armondo's Father: *Think about when we went camping.*

Armondo: *Well, I said I couldn't hike that far. I mean, 15 miles . . . .*

Counselor: *Did you do it?*

Armondo: *Well, yeah.*

Teacher: *That's great, Armondo. I think there are many times when you think you can't do something, but you really can. Let's think of some other times when you have told us, or yourself, that you can't do something, or that you aren't any good.*

(After discussing Armondo's frequent put downs of himself, the counselor provides examples of what happens when someone gets into negative self-talk.)

Counselor: *Let 's see if we can all understand what happens when we get on a negative roll. This afternoon, I will be speaking to a group of fifty teachers. It's a little scary, but I've worked hard on my presentation. I'm all ready to go, but then I start thinking, 'I'm probably going to trip on my way to the front of the room. Everyone will think my clothes are ugly. No one is going to be able to understand a word I say. They will probably start booing. Or maybe they will get up and leave. I can't talk in front of a group of 50 people. I just can't do it. My voice is going to crack.' Armondo, how do you think I will do?*

Armondo: *You will probably make a fool of yourself.*

Counselor: *That's right. In fact, I might not want to give that speech at all.*

Armondo: *Yeah, that might be better.*

(Quiet laughter from everyone as Armondo nods.)

Counselor: *Armondo, you are fun! You are right! If all those things happened, I would make a fool of myself. What should I really be telling myself?*

Armondo: *You could tell yourself that you would do okay.*

Counselor: *Yes, in fact, I've been telling myself that I am going to do great!*

b. Help the student change negative statements into positive statements.

INTRODUCE THE NEGATIVE self-talk examples that you have prepared and the positive alternatives. Next, generate other examples of negative self-talk and have the student work with you to change the negative comments into positive talk.

BEST COPY AVAILABLE

After discussing various situations where positive self-talk would be helpful, Armondo's teacher provides a few examples of how to turn negative self-talk into positive talk. Other negative comments are generated, and everyone helps Armondo work on changing the statements to positive, but realistic statements.

Negative	*"I can't read that whole book."*
	"I hate homework. I don't have time to get it all done."
	"I'm stupid. I can't do percentages."
	"My paintings are ugly. I hate art."
Positive	*"I can read a little bit of the book each night."*
	"I need to do my homework. I will work for ten minutes after my snack, and again for a half hour after dinner."
	"Percentages are hard. I can stay focused and ask questions if I don't understand."
	"I can paint. My paintings are okay, and I don't have to love art."

c. **Briefly demonstrate the use of positive statements through role playing.**

HAVE THE STUDENT actually practice using one or two of the statements generated. Initially, this may be difficult for the student, but with encouragement he may be willing to try. This sort of positive practice and role playing of various situations will be a large part of the practice sessions.

Counselor:	*Okay, Armondo. We are going to do a little role playing. Let's pretend it's math and your teacher assigns you page 52. In the past you might have said, 'Page 52. How am I supposed to get that done in ten minutes. There's no way!' What could you say instead?*
Armondo:	*I don't know.*
Counselor:	*You might say something like this. 'Wow! That's a long page. I can work hard and finish it. One problem at a time . . . .' We'll set up some times to practice this later.*

d. **Help the student learn to recognize and respond to a signal.**

EXPLAIN TO THE student that changing the way he talks to himself will be a big job. No one expects him to be able to change his self-talk overnight. Because making negative comments is a habit, adults will help him remember to use positive self-talk by giving him a signal. Have the student pick a signal that will not embarrass him. Once the signal has been determined, have the student practice responding to the signal.

Armondo decides that a raised eyebrow would work best. Armondo's mother and father will use the same prompt at home and will try to avoid getting impatient or angry if Armondo is overtly negative.

Armondo: *The other students probably wouldn't notice and besides it looks sort of funny when you try to raise only one eyebrow.*

Counselor: *Great. Now let's practice a little. When you see the signal, you need to try to say something positive. Let's pretend that it is time for art. Your teacher gives the class an assignment to make a collage. As you are getting your materials out, she comes over to you and raises her eyebrow. What might you say?*

Armondo: *Hi.*

Counselor: *I like your sense of humor, Armondo. And what else?*

Armondo: *I could say, 'This is an interesting assignment.'*

Counselor: *Terrific! Let's try another scenario . . . .*

e. Show the student how to monitor self-talk.

IF THE STUDENT will be keeping records, show him the record-keeping form and work together to determine an organizational plan for keeping the form and recording the information. Work out procedures that the student agrees will not be embarrassing for him. Once a procedure has been worked out, have the student practice.

Counselor: *Armondo, here is a copy of the self-monitoring chart we will put in your notebook. Imagine that it is art class. You are to make a painting and you have just heard yourself say, 'This is stupid.' What will you do?*

Armondo: *Put a circle around a negative.*

Counselor: *And then what?*

Armondo: *I need to say something more positive.*

Counselor: *Yes. What might you say?*

Armondo: *I will make an interesting painting. It will be different.*

Counselor: *Great. Then what?*

Armondo: *I need to circle a positive.*

f. Set up a schedule for practicing positive self-talk, debriefing with the student, and evaluating progress.

IF NEGATIVE SELF-TALK is a persistent and chronic habit, short (five to ten minute) lessons in positive self-talk should probably be scheduled on a daily basis. Ideally, the daily practice should be continued for three weeks. At the end of this time, an evaluation should be scheduled. The evaluation will help you determine when you can fade practice sessions to three times per week, then eventually to once per week, every two weeks, and finally to once per month.

g. Review everyone's roles and responsibilities.

IT WILL BE important for one person to summarize the plan. Go over each person's roles and responsibilities. This should include identifying who will be responsible for training adults who will be involved in the plan but were not included in the meeting.

Counselor: *I am very happy with our plan.*

Armondo, your job will be to work hard on talking to others and yourself more positively. You will be responsible for making an effort, responding with positive talk when an adult signals you, and for using your self-monitoring chart.

Your mother will work on practicing self-talk with you every Monday, Wednesday, and Friday after you finish breakfast. This will include practicing how to turn negative self-talk into positive talk, and role playing.

I will help you on Tuesdays and Thursdays during attendance and the morning story. On those days, we will go over your self-monitoring charts and talk a bit about how things are going. Since you always carry your notebook, you will have your charts handy.

Your teacher will keep a log of how you are doing.

All of us will signal you by raising an eyebrow when we notice times that you should practice self-talk, and we will all work on being patient while you are learning this new behavior.

Then we will meet back here on Nov. 15 at 3:00 to see how things are going. Your Dad will need to work that day, but you and your mom will keep him informed. I will send everyone a reminder the week before that.

h. Conclude the meeting with words of encouragement.

IT IS IMPORTANT to end the meeting by focusing on the goal and the positive nature of working together.

Teacher: *I would like to thank everyone for working together. Armondo, I know that this plan will help you recognize what you can do. I think you will be much happier at school and at home. I will enjoy working with you on your goal and look forward to getting started.*

Step 3 Implement the plan.

a. **Get started.**

- Conduct daily lessons with humor and support. During lessons, help the student change negative self-talk examples into positive comments. Practice using the self-monitoring chart, and role play situations that commonly result in negative self-talk.
- Use the signal to prompt the student to make positive comments when appropriate.
- Provide the student with positive feedback when possible.

b. **Evaluate, revise, and fade the plan.**

GRADUAL IMPROVEMENTS OVER a long period of time are more likely to occur than immediate and dramatic improvements. As the student begins taking ownership of positive self-talk, lengthen the time between lessons and debriefing sessions. Eventually, the student should carry more and more of the responsibility for evaluating and monitoring his own performance. When the student is able to maintain positive self-talk with only a monthly debriefing session, begin to fade out structured lessons and structured self-monitoring systems.

If this intervention is not effective, it may need to be combined with Intervention L: *Structured Reinforcement Systems* and/or Intervention P: *Borderlines and Consequences*.

c. **Once the intervention has been faded, provide continued follow-up, support, and encouragement.**

ONCE THE PLAN has been faded, continue monthly check-ins with the teacher, parent, and student for a full year, with occasional debriefings the following year. Check-ins can be accomplished through an occasional phone call or informal discussion. If the student begins lapsing into old habits of negative self-talk, a modified plan may need to be implemented briefly to help the student get back on track.

Conclusion

As you consider implementing this intervention, time may be a major roadblock. Self-talk has a powerful influence on how a student perceives himself and directs his own behavior. This intervention can help a student make life changing adjustments in his attitudes and self-concept. However, progress can be slow so it may be difficult to keep the adults committed to providing the necessary lessons, prompts, and debriefings. It will be important to let adults know that daily lessons will be required initially. Though the lessons may eventually be faded to a couple of times a week, providing prompts and a continued emphasis on positive self-talk will be needed for many months. This intervention will be the most effective when the student is encouraged to use positive talk in many settings. The interventionist needs to check frequently with the parent, classroom teacher, specialists and supervisors of the playground and cafeteria to ensure that everyone helps the student direct his comments positively. Periodic check-ins with various adults will help maintain the positive focus and allow the interventionist to determine whether there are situations in which the student still needs practice.

Another potential roadblock may be parental interpretation that teaching a child to restructure self-talk is a religious practice, much like teaching a child a mantra in an Eastern religion. Because such a misinterpretation is a possibility, it will be important to clearly communicate that this intervention is simply designed to help a child think positively about himself and what he does. If a parent does find the intervention to be inappropriate on religious grounds, honor the parents' views and find a different intervention to help the student.

Negative self-talk and/or excessive complaining can be a deeply ingrained habit. In the same way that nail biting may be a very difficult habit for some people to break, negative thinking and talking can be very hard to change. Though difficult, this intervention can help a student learn to direct his own actions, focus on the positive, and become a healthier, happier individual.

References

Becker, W. (1986). *Applied psychology for teachers: A behavioral cognitive approach.* Chicago: Science Research Associates.

Larson, K.A. (1984). *The efficacy of social meta-cognition training for social adjustment of LD and non-LD delinquent adolescents.* Unpublished doctoral dissertation, University of California, Santa Barbara.

Meichenbaum, D. & Goodman, J. (1971). Training impulsive children to talk to themselves: A means of developing self-control. *Journal of Consulting and Clinical Psychology, 40,* 148-154.

Paris, S.G. & Cross, D.R. (1983). Ordinary learning: Pragmatic connections among children's beliefs, motives and actions. In J. Bisanz & R. Kail (Eds.), *Learning in children* (pp. 137-168). New York: Springer-Verlag.

Pressely, M. (1979). Increasing children's self-control through cognitive interventions. *Review of Educational Research, 49,* 319-370.

Scarr, S. & McCartney, K. (1983). How people make their own environments: A theory of genotype environment correlations. *Child Development, 54,* 424-435.

Siddle, B.G. (1980). *Interpersonal problem-solving training adolescents: A cognitive behavior modification approach.* Unpublished doctoral dissertation, Arizona State University.

Wittrock, M.C. (1986). Students' thought processes. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 297-314). New York: Macmillan.

Wolery, M.R. & Gast, D.L. (1984). Effective and efficient procedures for the transfer of stimulus control. *Topics in Early Childhood Special Education,* 4(3), 52-77.

Workman, E.A. & Williams, R.L. (1980). Self-cued relaxation in the control of an adolescent's violent arguments and debilitating complaints. *Education and Treatment of Children, 3,* 315-322.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Restructuring Self-Talk.*
These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Develop a plan to help the student use *Restructuring Self-Talk*.

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Make a list of the types of negative statements the student makes in various situations.	
c.	List positive statements the student might use to replace negative thoughts and statements.	
d.	Identify signals that might be used to prompt the student to make positive statements.	
e.	Develop a procedure for the student to monitor self-talk.	
f.	Identify an adult or adults who can meet with the student on a regular basis to discuss progress and practice positive self-talk. *NOTE: In some cases, this will be finalized at the first meeting with the student.*	
g.	Identify ways to determine whether the intervention is helping the student meet his goal(s).	
h.	Determine who will meet with the student to discuss and finalize the plan.	

The Summary Record (cont'd)

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Help the student change negative statements into positive statements.	
c.	Briefly demonstrate the use of positive statements through role playing.	
d.	Help the student learn to recognize and respond to a signal.	
e.	Show the student how to monitor self-talk.	
f.	Set up a schedule for practicing positive self-talk, debriefing with the student, and evaluating progress.	
g.	Review everyone's roles and responsibilities.	
h.	Conclude the meeting with words of encouragement.	

Step 3 Implement the plan.

		Notes
a.	Get started.	
b.	Evaluate, revise, and fade the plan.	
c.	Once the intervention has been faded, provide continued follow-up, support, and encouragement.	

Self-Monitoring Form

Name ______________________________ Week of ____________________

Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

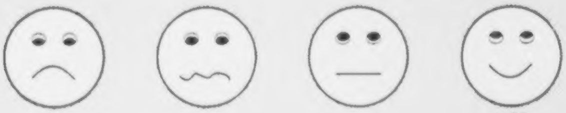
Date:

Negative Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Positive Comments	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Self-Monitoring Form

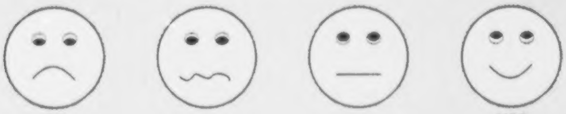
Name ______________________________ Date ____________________

During ______________________, I was:



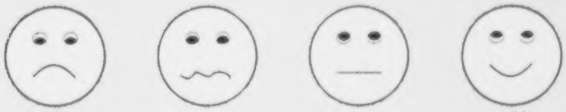
no			yes
1	2	3	4

During ______________________, I was:



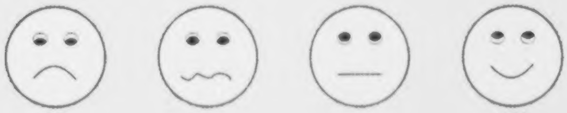
no			yes
1	2	3	4

During ______________________, I was:



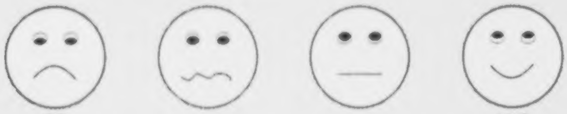
no			yes
1	2	3	4

During ______________________, I was:



no			yes
1	2	3	4

During ______________________, I was:



no			yes
1	2	3	4

Self-Monitoring Form

Name ______________________ Date ______________

During __________, I was:

1 negative	2	3	4 positive

During __________, I was:

1 negative	2	3	4 positive

During __________, I was:

1 negative	2	3	4 positive

During __________, I was:

1 negative	2	3	4 positive

During __________, I was:

1 negative	2	3	4 positive

Self-Monitoring Form

Name ______________________________ Week of ____________________

Goal:

Date:

1 2 3 4 5 6 7 8 9 10

Date:

1 2 3 4 5 6 7 8 9 10

Date:

1 2 3 4 5 6 7 8 9 10

Date:

1 2 3 4 5 6 7 8 9 10

Date:

1 2 3 4 5 6 7 8 9 10

INTERVENTION F

Signal Interference Cueing

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Signal Interference Cueing

The student seems to be unaware of when he/she engages in inappropriate behavior.

To assist **STUDENTS** with problems associated with:

- Impulsive Behaviors
  - Anger
  - Outbursts
- Excessive Behaviors
  - Bragging
  - Complaining
  - Put downs
  - Whining
- Habitual Behaviors
  - Swearing
  - Nose picking
  - Masturbating
  - Arguing
  - Noncompliance
- Disruptive Behaviors
  - Talk-outs
  - Noise making
- Off-Task Behaviors
  - Lack of attention to task
  - Misdirected attention

Introduction

Signal Interference Cueing is used to help students control impulsive, excessive, habitual, or off-task behavior. With this intervention, adults provide students with predetermined cues whenever they begin to exhibit behavior that has been identified as inappropriate. For example, if a student engages in habitual nose picking, the teacher might signal the student by scratching his nose. If a student tends to impulsively blurt out obscenities, the teacher might signal the student by quietly modeling an alternative expression. If a student has problems with excessive behavior like bragging or put downs, the teacher might cue the student by putting his finger on his lips. *Signal Interference Cueing* is especially effective with students who have the ability to behave appropriately, but tend to act inappropriately without thinking first. The purpose of the cue is to help these students become aware of their own behavior.

For some students, simply teaching them to respond to a cue will be enough to change the inappropriate behavior. However, if a student requires intensive training to learn a new behavior, *Signal Interference Cueing* may be implemented in combination with lessons described in Intervention J: *Teaching Desired Behaviors.*

Rationale

Signal Interference Cueing is a relatively simple intervention that may help students change patterns of behavior. Cueing helps students become aware of their behavior, so they learn self-management. All too often students get stuck in behavior that interferes with peer relationships and success in school. Students who brag excessively, argue, complain, or put others down may be unaware of the frequency of their behavior. Impulsive or habitual behavior may go unnoticed by these students resulting in an inability to make changes. "Lance" is a sixth grade student in an upper middle class neighborhood. Lance has many problems that make him stand apart from his peers. He is overweight, and he engages in behavior that makes him appear "weird." During class, he makes faces and swings his arms wildly around. Sometimes he makes goofy noises. Though Lance wants more than anything else to be accepted, numerous little behaviors separate him from his peers. Lance's teacher has discussed the weird behavior with him. Even though Lance wants to be "more like the other kids," he doesn't seem to be able to help himself. A thorough medical and neurological exam has ruled out physiological problems that might cause Lance to act impulsively. His physician has suggested school-based behavioral interventions. Lance's teacher decides *Signal Interference Cueing* may help Lance learn to manage his inappropriate behavior.

Signal Interference Cueing can help students who are unable to change because they fail to recognize when they are engaging in inappropriate behavior. Awareness is a necessary first step in learning to be responsible for behavior.

NOTE: Signal Interference Cueing should be viewed as a temporary measure until the student can learn to monitor his own behavior.

The Summary

Before Implementing *Signal Interference Cueing*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop a plan for using *Signal Interference Cueing.*

a. Review the problem and overall goal(s) for the student.
b. Identify possible signals that might be used to cue the student to avoid or interrupt the inappropriate behavior.
c. Identify what adults will do when the student either responds appropriately or fails to respond to a signal.
d. Identify other settings to include in the plan and adults who will need training.
e. Identify ways to determine whether the intervention is helping the student reach her goal(s).
f. Determine who will meet with the student to discuss and finalize the plan.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).
b. Help the student select a signal to use and set up a time for the student to practice following the signal.
c. Describe what will happen when the student responds appropriately or fails to respond to the signal.
d. Review everyone's roles and responsibilities.
e. Set up regular meeting times to debrief with the student.
f. Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

a. Get started.
b. Watch for opportunities to reinforce the student for responding to the signal and for not needing the signal.
c. Implement evaluation procedures.
d. Make periodic revisions and adjustments to the plan as necessary.
e. Provide continued follow-up, support, and encouragement.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 **Develop a plan for using *Signal Interference Cueing*.**

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Kashala, a fourth grade student, frequently brags and puts others down. If Kashala's family buys a new car, or the latest video game, Kashala seems compelled to tell everyone about the new purchase and even the price. When Kashala does well in a recess game, she loudly announces, "I creamed everyone in four square today. I served the whole time." Kashala's comments are often hurtful and sarcastic. In class, she is heard to say things like, "Well, isn't that obvious!" "You don't need to tell me that! I already knew." "Grow up, will you?" "You couldn't have planned anything more stupid."

Kashala's comments are clearly disruptive, irritating, and hurtful to others. Staff members indicate that Kashala is an excellent student, but that she is hard to be around.

Identify *when* a student is likely to have problems. This will help the teacher recognize when the student may need a reminder about behavior:

- Are there certain days or times in the day that the student has more difficulty?
- Are there particular activities that are more difficult than others?
- Does the student have greater difficulties with certain people?
- Describe specific examples of the student's behavior.

If certain situations are likely to trigger inappropriate behavior, the teacher can give the student a signal prior to the difficult time. This "precorrection" gives the student an opportunity to think before acting.

Teacher: *I think that Kashala's sarcasm seems to be worse on Mondays. I know her parents have joint custody and that Kashala stays with her father and his new family on the weekends. She also seems to be more boastful—almost compulsively. If someone else gets attention, she has to play one-upsmanship.*

Interventionist: *Let's identify specific situations and the types of comments Kashala has made.*

Notes on Kashala's comments:

- A classmate is complimented.
  Kashala says, *"That's simple stuff."*
- A classmate tells about his new watch.
  Kashala says, *"My watch does more, but then it cost more."*
- The teacher introduces a new activity.
  Kashala rolls her eyes and says, *"Whoop-de-do."*

Kashala's mother and teacher have discussed the problems and agree that the put downs and bragging are a problem. Kashala interacts the same way at home, frequently criticizing both her mother and grandmother.

Kashala's mother and teacher collaboratively determine that they would like to help Kashala make friends and to get along with others. Because Kashala's comments tend to be hurtful, they decide that their initial goal will be to help Kashala be thoughtful of others' feelings.

b. Identify possible signals that might be used to cue the student to avoid or interrupt the inappropriate behavior.

THE CHOICE OF a specific signal will be worked out with the student (see Step 2b). The signal should be private and unobtrusive. Suggestions include:

- Say the student's name quietly.
- Hold up a hand like a stop sign.
- Hold up a finger to the lips.
- Touch your ear lobe.
- Give a quick verbal cue such as "Think."

c. Identify what adults will do when the student either responds appropriately or fails to respond to a signal:

IN THIS STEP, identify the procedures or techniques that will be used to encourage the student when she successfully responds to the signal and how she will be corrected if she neglects or is unable to respond to the signal:

- If the student successfully changes her behavior, how will the teacher let her know she is doing a great job?
- If the student ignores the signal, how will the teacher respond?

The interventionist and teacher determine that when Kashala successfully responds to the signal, the teacher will use eye contact and a nod to privately communicate to Kashala that she is being successful. The signal between the teacher and Kashala will remain confidential. Later, in private discussions, the teacher will acknowledge Kashala's success.

If Kashala occasionally does not respond to the signal or if she is heard making inappropriate comments, Kashala's teacher will provide a verbal reprimand to gently correct the behavior. "Kashala, you need to listen better, and think about your comments. Every idea deserves to be respected." To avoid embarrassing her, the teacher will not mention Kashala's failure to respond to the signal.

For now, there will be no consequence if Kashala fails to respond to the signal. The teacher is confident that Kashala will cooperate.

d. Identify other settings to include in the plan and adults who will need training.

HABITUAL BEHAVIORS USUALLY occur across settings. *Signal Interference Cueing* will be more effective if other adults also use the signal in different locations.

Teacher: *Since Kashala has the same problems at home, perhaps her mom could implement the same system.*

Interventionist: *The consistency would help her break the habit faster. We should also think about including the playground aides.*

Teacher: *That's no problem. I'm on recess duty this week so it would be easy for me to talk with them and show them how to use the signal.*

e. Identify ways to determine whether the intervention is helping the student reach her goal(s).

EVALUATION SHOULD INVOLVE two independent ways to measure the intervention's effectiveness. One can be simple perception checks with each person involved in the plan. The interventionist might schedule a quick debriefing with the teacher and parent(s) every two weeks, and the teacher could discuss progress with the student a few times each week.

The second measure should be a more objective measure of the intervention's effectiveness. When selecting a second evaluation procedure, select a manageable procedure. Possibilities include:

- A student self-monitoring system,
- A tally of appropriate and inappropriate behavior kept by the teacher,
- An anecdotal log,
- Periodic observations, and
- A daily rating system.

Interventionist: *Because Kashala is very bright, I think she will learn rapidly—especially with everyone working together. However, her negative comments are habits. We will probably see immediate changes, but she will lapse into her old patterns if we don't keep it up. To help keep everyone focused, I'd like to check in with you at least every two weeks, and I'll also keep in touch with Kashala's mother.*

Teacher: *That's great. We get so busy with everything else, I can see how I might get lazy if Kashala's behavior improves right away.*

Interventionist: *We also need a procedure to determine whether Kashala's negative comments are on a downward trend.*

Teacher: *It will need to be very easy. I sometimes feel like I don't know whether I'm coming or going.*

Interventionist: *One possibility would be for me to schedule an observation now, and then again in two weeks. During the observation I would tally Kashala's appropriate and inappropriate comments. Then in two weeks, I can do the same thing at about the same time of day. A second option would be for you to carry a small card and pencil in your pocket. Anytime you hear Kashala making inappropriate comments, you would make a quick mark on the card. That way we would have a daily record.*

Teacher: *To be honest, I don't think I can keep that up. If you can work it out, let's have you observe.*

Interventionist: *Sounds good. Since Mondays are Kashala's toughest days let's schedule a time for next Monday. I would like to take the data before we begin the intervention. When is a good time for me to come in?*

See the *Interventions Procedural Manual,* Chapter 2, for additional information on observation procedures.

f. Determine who will meet with the student to discuss and finalize the plan.

THE DISCUSSION SHOULD include the person who will cue the student—more than likely this will be the classroom teacher, possibly a parent or guardian, and whoever will debrief with the student (see Step 2e). Although it may be helpful to include the other adults who will be involved, the student should not feel overwhelmed during the initial discussion.

Kashala's teacher and the interventionist decide that Kashala should meet with her teacher and mother for the initial discussion.

Schedule the discussion at a time when the student and teacher can be relatively relaxed. Prior to the discussion, the teacher should let the student know in private that he will be meeting with her, and the goal of the meeting. By prearranging the meeting with the student, the teacher can communicate that the discussion is important. It is not a punishment for past behavior, but an opportunity to set up a plan for the future.

If it is difficult to find a time for a private discussion with the student, the interventionist may be able to help out by supervising the class while the teacher and student meet.

Teacher: *Kashala, I am very glad to have you in class with me this year. I periodically set up special goals for some of my students. This year I'd like to help you learn to be thoughtful of other people's feelings.*

Kashala: *I don't know what the big deal is.*

Teacher: *That's okay. It's something I would like to help you with. I think you'll like yourself better. I've arranged to meet with you and your mom during math. Ms. King has offered to take the class. I'm excited that we'll have a chance to work on this. It's hard to find time to talk with kids individually. This will be a special opportunity. Is this okay with you?*

Kashala: *I guess.*

Teacher: *Good. We'll talk more tomorrow. In the meantime, do a little thinking about ways that you might be thoughtful of other people. Tomorrow, we will figure out how we can all help you with that goal.*

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).

INVOLVE THE STUDENT in clarifying the problem and the goal.

Although Kashala's mother was scheduled to come to the meeting, she did not show up at the scheduled time. The interventionist arrived to cover the teacher's math class, so it was decided that Kashala and the teacher should go ahead with the meeting.

Teacher: *Kashala, I'm glad you and I have this time together. Your mom must have gotten hung up, but we can fill her in later. This will be a special talk between you and me. I wanted to talk with you about being thoughtful of others. I notice that sometimes the other kids seem to be irritated with you.*

Kashala: *They just don't like me.*

Teacher: *Would you like to get along better with other people?* (Kashala nods.) *I think that's possible, but there are things you'll need to work on. Tell me what you would like in a friend.*

Kashala: *They should be nice to you.*

BEST COPY AVAILABLE

Teacher: *Yes, that's an important part of friendship. Do you know what being nice to someone means?*

Kashala: *They play with you.*

Teacher: *Yes. They play with you, and one of the reasons they play with you is because friends are thoughtful of each other. Friends don't say things that make their friends feel bad. For example, let's say I'm a student. I get a 100% on a spelling test. I'm very proud of that, and I should share it with my parents. But I yell out to the whole class 'I got a 100%!' How do you think someone who got 80% or 90% would feel?*

Kashala: (Shrugs.)

Teacher: *Let's pretend you get 95% on your spelling test. How would you feel?*

Kashala: *Okay. It's an 'A.'*

Teacher: *Yes, but then I yell out, 'That was easy, easy, easy. I got 100%.' Now, how would you feel about your 95%?*

Kashala: (Shrugs.)

Teacher: *I don't think you would as be as happy. Kashala, can you think about things that you might do or say that make you feel good, but make the other kids feel bad?*

Once you establish the problem and set a goal, discuss the plan to provide signal interference cueing. Explain to the student that you would like to help her be aware of her own behavior by setting up a way to signal her when she is starting to behave inappropriately, or when she has already begun to engage in the problem behavior.

Teacher: *Kashala, I'd like to help you reach your goal of being careful about what you say. I'll give you a signal when you need to think about what you are saying. For example, if I hear you starting to brag I might put my finger to my mouth. When you see that signal you will know that you need to stop and think.*

b. Help the student select a signal to use and set up a time for the student to practice following the signal.

PRESENT THE LIST of possible signals developed in Step 1b. The student should select the signal.

Teacher: *Would you be comfortable with any of those as a signal?*

Kashala: *I guess the one where you touch your ear is okay.*

Teacher: *Good. If you see me tug on my ear it means that you should stop and think about what you are saying or are about to say.*

c. Describe what will happen when the student responds appropriately or fails to respond to the signal.

ONCE THE SIGNAL and the consequences for following and not following the signal have been identified, briefly practice. Set up different situations in which the student might have a tendency to exhibit the problem behavior. Have the student role play the problem behavior, then give the signal. If the student still continues to have trouble switching to the goal behavior, provide a model for the student. If the student still continues to have problems exhibiting the goal behavior, it may be necessary to provide a series of structured lessons. (See Intervention J: *Teaching Desired Behaviors.*)

Teacher: *We're going to do some role playing to make sure we both know how this is going to work. You get to be me and I'll be you. What are you going to do if you hear me starting to say something that would be bragging or a put down?*

Kashala: *I'll tug on my ear.*

Teacher: *Good. Let's pretend I'm just coming in from recess and you hear me loudly announcing to Erica, 'That was really stupid.' What will you do?* (Kashala tugs her ear.) *Uh oh, I may not notice. Maybe you should also say my name. Try that.*

Kashala: *Okay. Kashala.* (She tugs her ear.)

Teacher: *That's better. So, what should I do?*

Kashala: *Stop and think.*

Teacher: *Great. Let's try another one. Pretend that Martin has just told the class that he got to see David Copperfield and I start saying, 'Who cares? David Copperfield is just . . . .'*

Kashala: *Kashala.* (She tugs her ear.)

Teacher: *I stop and think. What could I say instead of 'David Copperfield is just a jerk. He does tricks and you can tell how he does everything.'?*

Kashala: *I don't know.*

Teacher: *I might say, 'I wish I could have gone. Could you tell how he did the tricks?' Of course, I wouldn't want to lie. If I didn't care about seeing David Copperfield I might just ask whether Martin could tell how he did the tricks. That wouldn't make Martin feel put down.*

Kashala: *I get it.*

Teacher: *Let's try a couple more. Would you like to be me or you?*

BEST COPY AVAILABLE

d. Review everyone's roles and responsibilities.

Teacher: *Kashala, my job will be to signal you by saying your name and tugging on my ear when I hear you starting to say something hurtful. I'll also use the signal when I think you just need to be cautious. Your job will be to stop and think about what you are saying or might say.*

e. Set up regular meeting times to debrief with the student.

FOR THE FIRST two or three days of the intervention, an adult should meet with the student daily for a quick debriefing. Once the intervention seems to be working well, meetings can be cut back to once a week. If data is being collected, it should be reviewed with the student. Debriefing meetings are a good time to work with the student on any subtle aspects of the goal behavior. Because this step is moderately time-consuming, it may be a role that needs to be assigned to the interventionist, counselor, teaching assistant, or mentor. If debriefings are to be conducted by someone other than the classroom teacher, the student should know that the teacher has helped set up the conferences and supports these efforts.

The teacher lets Kashala know that for the first three days of the plan he would like to talk to Kashala at the end of each day.

Teacher: *Kashala, I know that you ride the bus home, but for the next few days, I would like you to stay after class for just a few minutes. When I excuse the rest of the class, stay in the room and we will take a couple of minutes to discuss whether the signal is helping. You can let me know how you feel about our plan. The bus doesn't leave until ten minutes after the bell, and I'll make sure that you don't miss it.*

f. Conclude the meeting with words of encouragement.

MAKE SURE THE student knows that she is not in trouble when the signal is given. The signal simply means that it is time to concentrate on reaching her goal.

Teacher: *Kashala, you learn very fast. I'm looking forward to working with you on this. It will be fun for me to see you grow and mature.*

Step 3 Implement the plan.

a. Get started.

b. Watch for opportunities to reinforce the student for responding to the signal and for not needing the signal.

Teacher: *Kashala, there were several times today that I didn't provide you with the signal. On your own, you were very thoughtful of your* *classmates. You painted a beautiful picture. I could see you smiling, but you didn't brag to the others about it. During soccer, you made some great plays and you let the others cheer you. When a couple of the kids made errors, you encouraged them. I even heard you congratulate Sonja. You have been thoughtful of others, and supportive. I enjoy watching you with the other students.*

c. Implement evaluation procedures.

Perception checks with Kashala and her teacher indicate that Kashala's behavior is improving in the classroom.

Kashala: *Sometimes I forget and start to say something like 'That was stupid.' But then, I hear Mr. Caldwell saying my name and I know I need to close my mouth. It works pretty good!*

Teacher: *Kashala has worked very hard on her goal. I'm having fun watching her progress.*

Objective data collected during observations by the interventionist verify that Kashala's behavior is improving. By dividing inappropriate comments by the total number of comments Kashala makes in a 45 minute period, it is clear that Kashala's inappropriate comments are less and less frequent.

Though Kashala's improvements at school are clear. Kashala's mother is unable to keep three school appointments. By phone, Kashala's mother indicates that nothing seems to be changing at home.

d. Make periodic revisions and adjustments to the plan as necessary.

After additional attempts to involve Kashala's mother, it is apparent that she will not be able to implement the plan at home. Therefore, efforts to establish consistency between school and home are deleted from the plan. In spite of the lack of follow through at home. Kashala continues to make rapid improvements at school.

A second revision to the plan is made to teach Kashala that there are times when it is appropriate to share accomplishments. To help Kashala take pride in her work, it is decided that Kashala and the interventionist will meet once each week to go through Kashala's work and develop a scrapbook of Kashala's best work.

e. Provide continued follow-up, support, and encouragement.

SIGNAL INTERFERENCE CUEING is automatically faded as the student becomes successful. The more successful the student is, the less signaling is used. However, once the student has begun consistently achieving the goal, it is very easy to take appropriate

BEST COPY AVAILABLE

behavior for granted. The student will have made a major change in behavior, and will need continued support and attention.

Because Kashala was a quick study, her teacher was able to fade signaling fairly rapidly. However, he realized that Mondays were still difficult. Though Kashala's improved behavior was rewarded by having friends and better acceptance from other students, her teacher decided to make Monday a special day. He made it a point to greet Kashala at the door and always managed to squeeze in a few minutes to giver her a special job, to conference with her about her work, or just to chat with her for a few moments.

Despite Kashala's success in the classroom, her interventionist also decided to keep meeting with her every other week to work on the scrapbook. Because support from home was limited, ongoing support was seen as essential to maintain her success.

Conclusion

Once a system is set up, *Signal Interference Cueing* requires little time and is relatively easy to implement. As you consider this intervention, keep in mind that even 15-20 signals each day take only a minute or two of actual time.

Signal Interference Cueing helps students decrease or eliminate annoying or inappropriate behavior. However, if inappropriate behavior is the result of many interwoven problems, using *Signal Interference Cueing* alone may not be a sufficient intervention. When problems are complex and varied, *Signal Interference Cueing* should be used in combination with other interventions such as Intervention E: *Restructuring Self-Talk,* Intervention G: *Mentoring,* Intervention J: *Teaching Desired Behaviors,* Intervention L: *Structured Reinforcement Systems,* or Intervention O: *Increasing Positive Interactions.*

References

Dweck, C.S. (1976). Children's interpretations of evaluative feedback: The effect of social cues on learned helplessness. *Merrill-Palmer Quarterly, 22*, 105-109.

Fagan, W.T. (1989). Empowered students; Empowered teachers. *The Reading Teacher, 42*, 572-579.

Greenwood, C.R., Delquadri, J.C., Stanely, S.O., Terry, B., & Hall, R.V. (1985). Assessment of ecobehavioral interaction in school settings. *Behavioral Assessment, 7*, 331-347.

Greenwood, C.R., Schultze, D., Kohler, F., Dinwiddie, G., & Carta, J. (1986). Assessment and analysis of ecobehavioral interaction in school settings. In R. Prinz (Ed.), *Advances in behavioral assessment of children and families* (Vol. 2, pp. 69-98). Greenwich, CT: JAI Press.

Gresham, F.M. & Nagle, R.J. (1980). Social skills training with children: Responsiveness to modeling and coaching as a function of peer orientation. *Journal of Consulting and Clinical Psychology, 48*, 718-729.

Kendon, A. (1981). *Nonverbal communication, interaction, and gestures.* New York: Mouton Publishers.

Rich, H.L. & McNeils, M.J. (1988). A study of academic time-on-task in the elementary school. *Educational Research Quarterly, 12*(1), 37-46.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Signal Interference Cueing*.
These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Develop a plan for using *Signal Interference Cueing.*

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Identify possible signals that might be used to cue the student to avoid or interrupt the inappropriate behavior.	
c.	Identify what adults will do when the student either responds appropriately or fails to respond to a signal.	
d.	Identify other settings to include in the plan and adults who will need training.	
e.	Identify ways to determine whether the intervention is helping the student reach her goal(s).	
f.	Determine who will meet with the student to discuss and finalize the plan.	

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Help the student select a signal to use and set up a time for the student to practice following the signal.	
c.	Describe what will happen when the student responds appropriately or fails to respond to the signal.	
d.	Review everyone's roles and responsibilities.	

The Summary Record (cont'd)

		Notes
e.	Set up regular meeting times to debrief with the student.	
f.	Conclude the meeting with words of encouragement.	

Step 3 **Implement the plan.**

		Notes
a.	Get started.	
b.	Watch for opportunities to reinforce the student for responding to the signal and for not needing the signal.	
c.	Implement evaluation procedures.	
d.	Make periodic revisions and adjustments to the plan as necessary.	
e.	Provide continued follow-up, support, and encouragement.	

INTERVENTION

Mentoring

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Mentoring

The student would benefit from additional adult support and attention.

To assist **STUDENTS** with problems associated with:

- Neglect
- Deprivation
- Lack of Positive Role Models
- Lack of Positive Interactions With Adults
- Poor Self-Esteem
- Conflict With Authority
- Need for a Positive Relationship With an Adult

Introduction

Mentoring pairs a student with a caring adult in a one-to-one relationship. This intervention has the potential of providing a positive influence on any student. However, it may be a *critical* intervention for a student who has problems related to an abusive or dysfunctional home situation, neglect, lack of role models, or poor self-esteem.

If a student comes from a home where basic nurturing needs cannot be met, establishing a mentor relationship may provide the student with a needed support system. However, this does not limit *Mentoring* to students from troubled homes. For example, *Mentoring* may be valuable for a student who comes from a loving and stable home where no one has ever graduated from high school. This student might benefit from a mentor who can provide encouragement and serve as a role model for completing an education.

Rationale

Students who need adult attention or a positive adult role model can benefit from a one-to-one relationship with an adult. In the classroom, students must share teacher attention with twenty to thirty-five other students. For most students, the amount of adult attention they receive in these conditions is adequate because they have positive adult relationships and role models outside of school. For students who need more adult attention, *Mentoring* can help fulfill the students' basic needs and reduce the need for one-to-one attention from a teacher who must share time and attention with many others.

The following true story illustrates the potential power of mentoring. "Jody" entered into a mentoring relationship with Ms. Murphy in the fall of her ninth grade year. Every Thursday, Jody would stop by Ms. Murphy's room for ten minutes. Sometimes Jody helped Ms. Murphy with tasks around the classroom. Other times, Ms. Murphy simply tried to provide Jody with someone to chat with. Half-way through the first year of mentoring, Ms. Murphy spoke to Jody's interventionist. She was ready to give up. "I don't think this is doing any good. The kid comes into my room. She's sullen and talks in monosyllables. I try to keep a conversation going, but it is a struggle. Do you really think it is worth the time?"

Jody's interventionist asked, "Does Jody *have* to come to your room every week?" After talking it over, Ms. Murphy began to realize that Jody did show up week after week even though there was no requirement to do so. Although she often acted thoroughly bored and disgusted, the time with Ms. Murphy had to be important.

Three and a half years later, Jody graduated from high school. The local newspaper ran an article on the school's mentoring program. Because Jody was from a home where no one had ever graduated from high school, Jody was asked what helped her through school. Jody responded, "I made it because of my mentor. She was always there."

Mentoring pairs students with an adult who will show unconditional interest. Because of the very nature of a teacher-student relationship, the teacher must focus on academic progress and social relationships, and deal with issues such as homework and cooperation in the classroom. On the other hand, mentors are people who can simply "be there" for students, regardless of their academic performance or classroom behavior.

The Summary

Before Implementing *Mentoring*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 **Develop a plan for *Mentoring*.**

- **a.** Review the problem and overall goal(s) for the student.
- **b.** Discuss the possibility of a mentor with the student's parent(s) or guardian.
- **c.** Identify possible mentor-student meeting times and activities.
- **d.** Identify possible mentors.
- **e.** Recruit and train the mentor.
- **f.** Determine who will meet with the student to discuss *Mentoring*.

Step 2 **Meet with the student to discuss *Mentoring*.**

- **a.** Introduce *Mentoring* to the student.
- **b.** Discuss possible activities and establish a meeting schedule.
- **c.** Conclude the meeting with words of encouragement.

Step 3 **Implement *Mentoring*.**

- **a.** Get started.
- **b.** Provide ongoing support for the mentor.
- **c.** Provide follow-up with the student and teacher(s).
- **d.** Evaluate the impact of the intervention.
- **e.** Make revisions and adjustments to the plan as necessary.
- **f.** Provide continued follow-up, support, and encouragement.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan for *Mentoring.*

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Ms. Laggozino is Adam's fifth grade teacher. She is a very positive teacher who is worried that she cannot break through Adam's anger and hostility. Ms. Laggozino has referred Adam to the school's Child Assistance Team, hoping to find some ideas to help Adam. She discusses her concern with the school counselor.

Teacher: *I am very concerned about Adam. He seems to be extremely angry and hostile. He doesn't swear. He has never been violent, but his comments are always argumentative, sarcastic, snide, and hurtful. I find it almost impossible to work with him. No matter what I do or say, I can't seem to reach Adam.*

Counselor: *How does Adam get along with the other children?*

Teacher: *Adam is a very strong athlete, so he is always involved in football or basketball at recess. He seems to keep his anger under control during games, but often ridicules less able players. Because Adam is so good at sports, the other children put up with him during games. Otherwise, Adam is a loner. He seems to carry around a wall of anger that keeps everyone pushed away. The more positive I try to be, the more hostile he becomes.*

Counselor: *I am glad you've brought Adam to our attention. I know that he has had difficulty getting along with others since kindergarten. The only year that Adam seemed to do well was in third grade—the year he had a male teacher. Adam is the only boy in a home with a single mother, and four-year old twin sisters. His father left shortly after Adam was born. The twins' father is one of the mother's many boyfriends.*

In most cases, the goal of *Mentoring* should be to simply provide the student with a positive adult relationship. If the relationship is solely to provide the student with

BEST COPY AVAILABLE

attention, and/or a positive role model, the adult and student can focus on building trust and a supportive relationship.

Counselor: *I think we all agree that a mentoring relationship would be a wonderful opportunity for Adam. Though our team often looks for specific improvements in student behavior, I wonder if it would be best to put no expectations on Mentoring. I would just like to give Adam a positive male relationship. That can be a goal in and of itself. Later, we might address the hostility.*

b. Discuss the possibility of a mentor with the student's parent(s) or guardian.

IN ALL INTERVENTIONS, it is assumed that parent(s) have been contacted and are involved to some degree in problem solving. When setting up a mentoring program, it is especially important that parent(s) be contacted to discuss whether *Mentoring* is an acceptable intervention. In most cases, parents are pleased to have additional support and help for their child. However, some parents may feel that the school is trying to replace them, or usurp parental responsibilities. When discussing how *Mentoring* works, care should be taken to emphasize that the mentor will provide the student with *additional* support and concern, as well an opportunity for one-to-one attention that the teacher is unable to provide in the school setting.

Ms. Laggozino meets with Adam's mother.

Teacher: *I am glad that we can keep in touch regarding Adam's progress in school this year. It is nice to know that we both share the same concerns for him. I continue to struggle with Adam, and still hope to win him over. He is such a talented boy! I have been working with my colleagues on some ideas that might help Adam get along better at school, and want your input. In looking over Adam's past school records, we noticed that he got along really well with Mr. Edmunds. That must have been a relief to you! I wish we could replicate that year. Unfortunately, we do not have a male teacher in our fifth grade. So we were wondering about offering Adam another possibility. We do have several male staff members, and we thought Adam might enjoy teaming up with one of them for a few minutes each week.*

c. Identify possible mentor-student meeting times and activities.

PRIOR TO CONTACTING a potential mentor, it will be important to have specific suggestions regarding when, where, and how often the mentor and student might meet, and what the student and mentor might do together. Each potential mentor must have enough information to determine whether he or she can make the commitment to meet regularly with the student and to work on developing a positive relationship.

Ms. Laggozino finds that Adam's mother would like her son to meet with a male staff member on a regular basis. Ms. Laggozino and the school counselor meet to determine what mentoring might include for Adam.

Responsibilities

- Provide a mentor relationship for Adam for the remainder of the year
- Meet once each week for at least ten minutes

Possible times

- Recess
- Lunch
- Before school
- After school
- During art lessons
- During SSR

Where

- At school

Possible activities

- Toss a ball
- Shoot baskets
- Play a game
- Eat lunch or breakfast together
- Work on a model
- Share a book
- Read *Sports Illustrated* together
- Work as a student assistant with the mentor
- Talk about the day or week

d. Identify possible mentors.

MENTORS ARE GENERALLY adult volunteers who agree to meet with a student regularly—at least once a week for ten minutes or more. When starting a mentoring program, it is easiest to begin recruiting volunteers from within the school staff. Short, regular meetings with the student are easier to arrange with staff members who are already at school. Staff members are generally used to being with students, and additional screening and training may not be necessary. However, because of the large number of students who could benefit from a mentor, recruiting and training adults from the community may be considered to increase the number of volunteers available after a program has been established.

If the school does not already have a mentoring program, a mentor will need to be recruited. Begin by brainstorming a list of potential mentors. Try to match personalities, interests, and time considerations. Some staff members may be willing to serve as a mentor to more than one student. Initially, this should be discouraged. One student per willing adult is a major commitment.

Counselor: *Now that we have decided to set Adam up with a male mentor, we will need to find someone who can fill that role. Let's take a look at our staff list and see if we can find several people we might approach.*

The following male staff members are identified as possible mentors:

- Mr. Samuels—P.E. teacher
- Mr. Jurgonski—Music teacher

BEST COPY AVAILABLE

• Mr. Campbell—Custodian	• Mr. Ellis—3rd grade teacher
• Mr. Lewis—Principal	• Mr. Beaudoin—4th grade teacher

Teacher: *It would be great if Adam's third grade teacher could mentor him. They had a good year together. He must have been able to reach Adam somehow.*

Counselor: *Let's keep Mr. Ellis in mind as a mentor. I'd love to see that too, although I know that he's been feeling burned out by serving on the Reading Adoption Committee. He also has his new baby at home.*

After discussing who might be able to meet with Adam, the counselor and Ms. Laggozino narrow the list to four possible mentors, with suggested times that they might be able to meet with Adam. The counselor agrees to contact each proposed staff member until she finds someone who can make the commitment:

- Mr. Ellis (3rd grade teacher)—Meet with Adam once each week for ten minutes?
- Mr. Lewis (Principal)—Meet with Adam during the breakfast program once each week?
- Mr. Campbell (Custodian)—Meet with Adam once each week for ten minutes?
- Mr. Samuels (P.E. teacher)—Meet with Adam once every other week for lunch, and have Adam work as a student assistant in first grade P.E. on the opposite week.

e. Recruit and train the mentor.

WHEN A POTENTIAL mentor is approached, he should be told about the student's interests, problems, background, and the goal of mentoring. The most important thing for the mentor to understand is that the student needs positive adult time, attention, and support.

Discuss when and how often the mentor and student might meet, possible activities, and so on. Stress that mentoring is primarily a time commitment. It is more important to have a pleasant time than to help the student be responsible for homework or any other academic issue. It is more important to provide a positive role model than to ask the student to change his behavior. *Mentoring* simply involves *being there* for the student on a regular basis.

The potential mentor should know that a commitment must be firm. At-risk students are particularly vulnerable to feeling rejected. While the commitment is critical, the potential mentor should know that he will not be expected to work miracles. Others will be available to provide support and assistance. Some people think that mentors should be able to "turn a kid around." The only goal of *Mentoring* is to provide a student with an adult committed to establishing a consistent and unconditional positive relationship.

The counselor contacts all four potential mentors. Mr. Campbell, the custodian, agrees to be Adam's mentor. Mr. Campbell knows Adam and remembers his own elementary years when he, like Adam, was not very popular and didn't get along with his teachers.

Counselor: *Thank you for volunteering to be Adam's mentor. We really feel that having an adult spend time with Adam will be a very positive experience for him.*

Mr. Campbell: *Hey, thanks for thinking of me. I really enjoy the kids here and I am looking forward to spending time with Adam.*

Counselor: *Well, we know this is a big commitment. Remember that if you have any problems or questions, please come to see me or Ms. Laggozino right away. We want to give you all the support you need to make this work.*

Mr. Campbell: *I sure will.*

Be sure the mentor knows and understands any building or district policies that may define or limit the mentoring relationship. For example, some districts have policies that prohibit a staff member from transporting students in personal vehicles due to insurance restrictions. If this is the case, the mentor should know that taking the student on an outing would not be an option.

Ensure that the mentor knows about the importance of avoiding any situations that could have the appearance of impropriety. Mentors should know that contacts and meetings should take place in public and that they should use careful judgment about any form of physical contact with a student.

f. Determine who will meet with the student to discuss *Mentoring*.

BECAUSE STUDENTS RESPOND differently to different adults, it is important to determine on a case-by-case basis who will introduce the *Mentoring* plan to the student.

Adam's teacher and the counselor decide that it would be best for Mr. Campbell to meet alone with Adam. The mentor will introduce the possibility of getting together once a week. Ms. Laggozino and the counselor agree that Adam is less likely to be hostile if he can meet one-to-one with the mentor.

Step 2 Meet with the student to discuss *Mentoring*.

a. Introduce *Mentoring* to the student.

USE PROFESSIONAL JUDGMENT to determine how *Mentoring* will be introduced. With some students it is best to be direct. Explain that the student deserves and needs adult time. With other students, younger children in particular, it is best to simply begin the mentoring relationship. When *Mentoring* is introduced to the student, adults should be aware that a troubled student is unlikely to respond with enthusiasm. It will be up to the adult to set the positive tone.

Mentor:	*Adam, I appreciate your meeting with me today. Your teacher, Ms. Laggozino, is quite a schemer. She was talking about you the other day. She thinks you are a pretty neat kid, but she is worried about you.*
Adam:	*So?*
Mentor:	*She thinks that you and I have a lot in common. She told me that you like baseball, and she knows it's my hobby too. I was wondering if you would be interested in hanging out with me once a week. I work at this school but I hardly ever get a chance to get to know any of you kids. I was thinking we might get together on recess once a week. We could bat some balls, play a little catch. What do you think?*
Adam:	(Shrugs.)
Mentor:	*Would you be willing to give it a try?*
Adam:	*It doesn't sound like any big deal.*
Mentor:	*Good. I'd like to try it.*

b. Discuss possible activities and establish a meeting schedule.

Mentor:	*Why don't we meet during Tuesday morning recess?*
Adam:	*I guess that'd be okay.*
Mentor:	*Great. I'll meet you on the baseball diamond with a ball and a couple of mitts.*

c. Conclude the meeting with words of encouragement.

Step 3 Implement *Mentoring.*

a. Get started.

b. Provide ongoing support for the mentor.

THE BENEFITS OF *Mentoring* are often not immediately visible. It is easy for a mentor to become discouraged when working with a troubled student. Mentors need support and encouragement from other adults. Support may be as informal as the teacher or counselor checking in periodically, or as structured as group meetings for mentors to meet and discuss how things are going with their students.

c. **Provide follow-up with the student and teacher(s).**

SOMEONE, EITHER THE counselor or the teacher, should plan to meet with the student at least once per month to ask if the student wishes to continue meeting with the mentor. In rare instances, the mentor may feel great about the relationship, but the student may wish to terminate the plan. Checking in with the student might give him the opportunity to express concerns or problems that he would not feel comfortable about expressing to the mentor.

The interventionist should also schedule periodic follow-ups with the student's teacher to discuss progress.

d. **Evaluate the impact of the intervention.**

IN THIS INTERVENTION, evaluation may be less formal than other interventions. Though the student may have been referred for *Mentoring* due to a behavioral concern, there needn't be any specific outcome to *Mentoring*. If the student and mentor wish to keep up the relationship, it should be continued, even if the student's behavior has not improved in other settings.

e. **Make revisions and adjustments to the plan as necessary.**

If the student's behavior does not seem to improve, this may be an indication that other interventions need to be implemented in addition to *Mentoring*. See the *Procedural Manual*, Chapter 5, for information on selecting interventions through the use of the "Intervention Decision Guide."

During a follow-up discussion, the counselor and teacher agree that the mentoring sessions with Mr. Campbell are having a positive impact on Adam. Though Adam continues to show anger and hostility in the classroom, his teacher reports that Adam is more responsive to friendly overtures. The counselor and teacher decide to work through the "Intervention Decision Guide" to choose additional interventions to help Adam learn to deal with his anger.

f. **Provide continued follow-up, support, and encouragement.**

Conclusion

In today's schools, there are large numbers of students who need one-to-one adult attention. Unfortunately, there isn't enough time in the day to provide this to every needy student. *Mentoring* can only be offered to those who would most benefit, and who are most in need of a positive relationship with a caring adult.

Your staff may wish to consider developing a school-wide mentoring program. Discuss the possibility at a staff meeting and ask for volunteers. All staff members should be considered as potential volunteers—administrators, secretaries, cooks, custodians, and teachers. Once a pool of volunteers has been established, intervention planning teams, teachers, and counselors can match students with volunteers as needs arise. After the program is established, the use of community volunteers may be considered.

Mentoring can have a powerful influence on the lives of troubled students in our schools. It is an intervention that should be seriously considered for helping at-risk students feel better about themselves and the world they live in.

References

Egan, G. (1982). *The skilled helper: A model for systematic helping and interpersonal relating* (2nd ed.). Monterey, CA: Brooks/Cole.

Hansen, J.C., Stevic, R.R., & Warner, R.W., Jr. (1986). *Counseling: Theory and process* (4th ed.). Boston: Allyn and Bacon.

Johnson, D.W. & Johnson, R. (1987). Research shows the benefit of adult cooperation. *Educational Leadership*, 45(3), 27-30.

McPartland, J.M. & Nettles, S.M. (1991). Using community adults as advocates or mentors for at-risk middle school students. *Remedial and Special Education*, 4, 19-24.

Walton, R.E. (1969). *Interpersonal peacemaking: Confrontations and third-party consultation*. Reading, MA: Addison-Wesley.

Weinberger, S.G. (1990). *The mentor handbook: A guide for adult volunteers*. Norwalk, CT: Educational Resources Network.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Mentoring*.

These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 **Develop a plan for *Mentoring*.**

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Discuss the possibility of a mentor with the student's parent(s) or guardian.	
c.	Identify possible mentor-student meeting times and activities.	
d.	Identify possible mentors.	
e.	Recruit and train the mentor.	
f.	Determine who will meet with the student to discuss Mentoring.	

Step 2 **Meet with the student to discuss *Mentoring*.**

		Notes
a.	Introduce Mentoring to the student.	
b.	Discuss possible activities and establish a meeting schedule.	
c.	Conclude the meeting with words of encouragement.	

The Summary Record (cont'd)

Step 3 Implement *Mentoring.*

		Notes
a.	Get started.	
b.	Provide ongoing support for the mentor.	
c.	Provide follow-up with the student and teacher(s).	
d.	Evaluate the impact of the intervention.	
e.	Make revisions and adjustments to the plan as necessary.	
f.	Provide continued follow-up, support, and encouragement.	

INTERVENTION H

Self-Control Training

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

The student is impulsive and has difficulty maintaining emotional control.

Self-Control Training

To assist **STUDENTS** with problems associated with:

- Tantrumming
- Physical Aggression
- Out of Control Anger
- Chronic Crying

Introduction

Self-Control Training provides hope for students who are unable to control their actions and emotions. It is an intensive intervention for students who cannot cope with frustration and eventually erupt into uncontrolled crying, swearing, abusiveness, or aggression.

Intervention A: *Managing Physically Dangerous Behavior* and Intervention B: *Managing Severely Disruptive Behavior* deal with the immediate questions of how to respond to physically dangerous or severely disruptive behaviors. *Self-Control Training* transcends the initial question, "What do we do with Johnny when he is out of control?" to "How can we help Johnny learn to maintain self-control when he is frustrated?"

Self-Control Training involves intensive daily lessons that help students understand and recognize events that trigger their out of control behavior, and teach students to anticipate and change patterns of behavior that lead to out of control behavior. The goal of this intervention is to empower students with the ability to break the chain of accelerating behaviors so they can stay in control.

NOTE: Self-Control Training is a specific application of Intervention J: Teaching Desired Behaviors.

Rationale

By the time students reach school age, most have developed an ability to deal constructively with frustration, disagreements, fatigue, and anger. Although most students have developed reasonable self-control, a surprising number of students "fly off the handle" for no reason at all—similar to the way that children in their "terrible twos" behave, but with greater intensity. Unfortunately, behavior that might be tolerable in a two-year old is socially unacceptable, emotionally draining, and potentially dangerous when exhibited by an older child.

Students who haven't learned self-control need direct intervention to learn skills that normally develop within the context of the home. When self-control hasn't been learned, students are often in desperate need of help. Consequences for out of control behavior tend to have little effect because students do not know *how* to control themselves. Therefore, intervention should involve intensive one-to-one assistance and training.

Because *Self-Control Training* requires a tremendous amount of time and energy from the classroom teacher and support staff, it is important to address the following common concerns:

1. *Why should the student receive additional one-to-one assistance?*

   As our schools face limited resources, it is often difficult to find the time that high-risk students require. However, students with severe self-control problems face uncertain futures, both in school and in society. The older the student gets, the less acceptable the behaviors become. The larger the student becomes, the more imposing or physically threatening situations become. As the student approaches adulthood, lack of self-control may result in a lifetime of being socially ostracized. It may lead to the inability to hold down a job or to becoming an abusive parent or spouse. It may lead to violent altercations and time in prison. Because severe self-control problems put the student as well as others in jeopardy, this problem must be resolved. Self-control is a vital lifetime skill.

   In most cases, daily self-control lessons will need to be provided by someone other than the classroom teacher—a counselor, administrator, school psychologist, resource teacher, resource consultant, or a highly skilled paraprofessional. The classroom teacher will need to assist with coordination, planning, and follow-up. Though lack of time is a problem for all school personnel, time spent teaching self-control will reduce the time needed to deal with out of control behavior.

2. *Shouldn't we punish the student if he loses control?*

   Students need to learn that out of control behavior is not healthy, nor is it acceptable. For this reason, *Self-Control Training* includes the use of appropriate consequences when needed. However, consequences do not teach a student how to gain control; they only teach the student that out of control behavior is not acceptable. If the response to out of control behavior is nothing more than punishment, students begin to perceive themselves as "bad" and "incapable" of behaving in any other way.

3. *Shouldn't parents be responsible for teaching self-control?*

   Yes. However, this "should" does not represent reality for some children. Most students are continually learning ways to cope with frustration, anxiety, and stressful situations. Most students learn these lessons at home as well as at school. This is a normal part of growing up. However, all students do not have this background. Some parents do not know how to teach their children self-control, though they may wish they could. Some children grow up with parents who have failed to learn self-control themselves, and some are actually taught to solve problems physically. "I teach my kid to stick up for himself. If someone teases him, I tell him to punch the kid's lights out." Holding parents responsible may do little to help the student. The result may be promises at best, and physical punishment at worst. Though parents should always be a part of any intervention, students who have not learned self-control at home need additional assistance from adults outside of the home.

   NOTE: For more detailed information on managing out of control behavior, see Managing Escalating Behavior (1989) by Geoff Colvin, Ph.D. and George Sugai, Ph.D. For staff training purposes, Dr. Colvin has a set of videotapes entitled Managing Acting-Out Behavior. For information on both of these resources, see "References."

The Summary

Before Implementing *Self-Control Training*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop a plan for using *Self-Control Training.*

a. Review the problem and overall goal(s) for the student.

b. If the student engages in physically dangerous behavior, implement Intervention A: *Managing Physically Dangerous Behavior* prior to beginning *Self-Control Training.*

NOTE: If Intervention A: Managing Physically Dangerous Behavior has already been implemented, skip to Step 1c.

c. Identify the patterns of behavior that result in the student's losing self-control.
   i. Identify what the student does at the peak of out of control behavior.
   ii. Identify behaviors that accelerate toward the peak of out of control behavior.
   iii. Identify "triggers"—settings, times, people, and/or events that seem to set the student off.

d. Identify strategies and signals to help the student control her behavior.
   i. Identify strategies that the student might use to break the acceleration pattern.
   ii. Identify signals or cues that could be used by the student and teacher to prompt the use of self-control strategies.

e. Design daily lessons to help the student learn self-control.
   i. Daily lessons should include opportunities for demonstrations and modeling, verbal practice, positive practice, and feedback.
   ii. Determine how much time will be needed for the lessons, where the lessons will take place, and who will conduct them.

f. Determine how to respond to out of control behavior.

NOTE: If Intervention B: Managing Severely Disruptive Behavior has been implemented, scan this step and Step 2g. Then continue implementing procedures from Step 2h.
   i. Establish consequences if necessary.
   ii. Prepare a systematic plan for reengaging the student in class activities.

g. Establish procedures to focus on appropriate behavior and student strengths.

h. Determine whether a reinforcement system should be integrated into the plan.

i. Identify ways to determine whether the intervention is helping the student reach her goal(s).

j. Identify criteria for fading the intervention.
k. Determine who will meet with the student to discuss and finalize the plan.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).
b. Teach the student to recognize triggers, acceleration patterns, and the peak of out of control behavior.
c. Decide on self-control strategies the student will use to calm down.
d. Decide on signals to prompt the use of self-control strategies.
   i. Determine adult signals.
   ii. Determine student signals.
e. Introduce any reinforcement systems and consequences that have been developed as part of the plan.
f. Summarize the procedures and set up a schedule for daily lessons.
g. Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

a. Communicate the plan to all staff members who might be involved.
b. Conduct daily lessons.
   i. Review the "Self-Control Skills Sheet" with the student.
   ii. Have the student practice using the self-control strategies.
   iii. Integrate practice with cueing systems.
   iv. Integrate practice with reinforcement or self-monitoring systems that have been developed.
   v. Gradually increase the difficulty of the lessons.
c. Watch for times when the student attempts to maintain self-control and provide encouragement.
d. Evaluate, revise, and fade the plan.
e. Provide continued support for maintenance.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 **Develop a plan for using *Self-Control Training.***

a. Review the problem and overall goal(s) for the student.

DETERMINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Gina is a seventh grade student in a large middle school. Gina is one of those unfortunate individuals who has somehow become an "untouchable" in the school. She is quite overweight and has no friends. She is teased unmercifully by a surprising number of different students.

When Gina is teased, she often becomes so angry that she yells back at her tormentors. Sometimes she even chases other students, yelling and screaming at everyone as she tries to run. Given Gina's weight problems, she poses no threat to anyone. However, she does provide great entertainment value to the crowd of students who invariably gather to watch. Though Gina's problems generally occur outside of classrooms—during breaks, before and after school, and at lunch—Gina has also occasionally "lost it" in class. Classroom "explosions" have been nonviolent, but embarrassing to Gina and everyone in the class. Typically a student says something that provokes Gina, and before anyone knows what has happened, Gina is in an emotional frenzy.

Gina: *Stop it.* (Gina turns red in the face.)

Student: *I didn't do anything.*

Gina: (shouting) *Just leave me alone.*

Student: *Don't worry. All the guys want to leave you alone.*

Gina: (screaming) *SHUT UP! JUST SHUT UP!*

Teacher: *Students!*

Gina: (screeching) *He won't leave me alone!*

Student: *I didn't do anything.*

Gina: (crying) *YOU'RE LYING! YOU ALL PICK ON ME!* (Gina runs from the room.)

BEST COPY AVAILABLE

Each time an incident has occurred, a staff member has come to Gina's rescue, or she has been intercepted in the hall and taken to the counseling center until she cools off. No one is sure what to do, but the staff members are convinced that *something* needs to be done. Teachers find themselves sympathizing with Gina, but no long-term solution has been found. When Gina explodes, it is clearly disruptive to the class, so teachers are torn and do not know how to respond. One staff members describes the quandary:

> Teacher: *When Gina blows her top, I know she is responding to something someone has done to her, or something she thinks someone has done to her. Actually, I suspect both things are occurring. Sometimes a kid really is tormenting her, and other times she misreads what has happened. She is teased so frequently that she can't tell the difference. To tell you the truth, I can't tell either. When she blows up, she always ends up removing herself; she's so embarrassed. Then I'm left trying to figure out how to deal with the perpetrator—if there even is a perpetrator. This has got to stop. It isn't good for Gina, and it isn't good for us or the other kids. We have lost a lot of precious learning time.*

Gina is referred to the Student Study Team. Prior to the meeting, the counselor talks with Gina's mother and her former sixth grade teacher. Gina's home situation is one of neglect, but nothing so severe that child protective services needs to be brought into the situation. Gina's mother has a long history of making promises to the school, but nothing ever seems to change.

The team initially considers trying to get students to be kinder to Gina by discussing the problem during advisory classes, however the team decides this solution would only be temporary. With the size of the school, students would soon fall into old patterns, and Gina could be put in greater social jeopardy by having more attention focused on her. The ultimate decision is to implement *Self-Control Training* as part of a broad plan to help Gina improve her self-concept. The intervention will initially focus on helping Gina learn to handle teasing and eventually develop skills that will help her make friends. Mrs. Green, the school nurse and at-risk interventionist, has been asked to work directly with Gina.

b. If the student engages in physically dangerous behavior, implement Intervention A: *Managing Physically Dangerous Behavior* prior to beginning *Self-Control Training.*

NOTE: If Intervention A: Managing Physically Dangerous Behavior has already been implemented, skip to Step 1c.

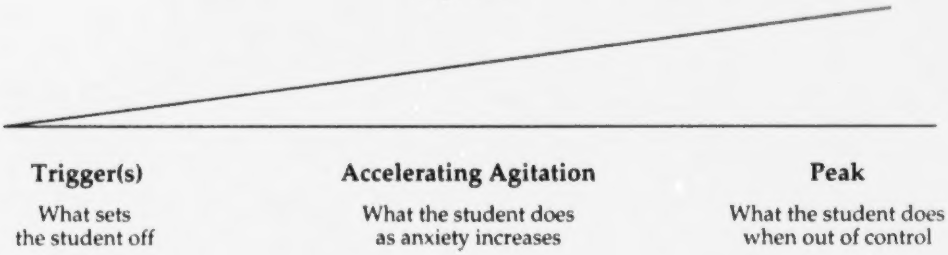
INTERVENTION A: *MANAGING Physically Dangerous Behavior* provides information on how to respond quickly to physically threatening behavior. The goal of *Managing Physically Dangerous Behavior* is to reduce the risk of physical danger to others and to the student. The intervention includes five major components: (1) implementing procedures to ensure safety; (2) involving and notifying the student's parent(s) or guardian; (3) developing record-keeping procedures; (4) determining whether the student should be referred to special education, and whether other agencies should be involved; and (5) developing procedures to teach the student to manage her own behavior.

At this point, Gina has done nothing to indicate that she is physically dangerous to others. Though she has chased students, no one sees Gina as presenting a physical threat. However, staff do feel that her problems are extreme and warrant immediate and intensive intervention.

c. Identify the patterns of behavior that result in the student's losing self-control.

STUDENTS WHO LOSE control usually engage in a "behavioral chain," a series of minor misbehaviors or agitated behaviors that culminate in out of control behavior. Colvin and Sugai (1989) describe this chain as a recognizable pattern of behavior that builds toward an emotional peak. A "trigger," something that sets the student off, begins the process. The student becomes agitated. The emotional intensity of the situation accelerates until finally, at the peak of the chain, the student "blows" (see Figure H-1).

Figure H-1


Trigger(s)
What sets the student off
Accelerating Agitation
What the student does as anxiety increases
Peak
What the student does when out of control

In many cases, the student is responding to a number of events, with anxiety increasing each time something else happens. Tolerance drops and frustration builds. The proverbial "straw that breaks the camel's back" may be a small, almost insignificant event. Some students gradually lose control over a period of several days, while others lose control within moments. If a trigger can be identified, it may be possible to help the student learn to deal with anxiety-producing events. If a trigger is not identifiable, the student can learn to recognize when she is beginning to become agitated and be taught to redirect herself before she loses control.

To identify behavioral chains, it may be helpful to begin by identifying what happens at the peak of uncontrolled behavior. From there, trace backward to identify the pattern of behavior and events that seem to initiate and lead to out of control behavior.

If the student frequently demonstrates out of control behavior, it may be useful for the interventionist to schedule a series of observations. If this delays intervention because the outbursts are too infrequent or random to observe, information can be gathered by having staff keep anecdotal records of the dates, time, settings, who the student was interacting with, and activities she was engaged in prior to any out of control behavior. Information can also be obtained from interviews with staff, parent(s), and the student. Ultimately this information will be used to plan self-control lessons for the student (see Step 2f).

i. **Identify what the student does at the peak of out of control behavior.**

Avoid general statements such as "the student tantrums." List and describe observable behavior, such as: "Zach lies down on the floor, pounds his fists, kicks his feet, and cries loudly." Precise descriptions of behavior will help the student recognize the behavior he is trying to avoid. "Zach clenches his fists, appears to be ready to hit someone, and makes statements like 'Shut up, stupid.' "

ii. **Identify behaviors that accelerate toward the peak of out of control behavior.**

In most cases, students engage in a series, or chain of behaviors between the events that trigger out of control behavior and the peak of out of control behavior. As the student is accelerating, others will notice a sense of agitation. The student may exhibit an increase in hand movements, fidgeting, tapping, rapid eye movements, picking things up and putting them down, or talking in short choppy speech—"Fine." "Sure." On task behavior is likely to decrease and the student may have trouble keeping her attention focused. These behaviors indicate that the student is "winding herself up."

As the situation accelerates, the student is likely to engage in behavior that alienates others and yet pulls them into an intense emotional event. This might include arguments, defiance, name-calling, sarcasm, excessive criticism, accusations, and so on.

Zach: *Why should I have to do this?*

Teacher: *Because it is the assignment. Everyone has to do it.*

Zach: *What if I don't?*

Teacher: *Then you will fail this assignment.*

Zach: *I don't care. Why should I care about an 'F' in this stupid class?*

Teacher: *I don't care whether you care or not. Stop this arguing and get to work.*

Zach: *You can't make me. Get out of my face.*

The conclusion is predictable. The behavior will continue until either the teacher throws the student out of class or the student launches into out of control behavior, or both occur simultaneously. By identifying the sequence of behavior, a plan can be created to assist the student to recognize the signs of stress or anger so he can learn to take an alternative course of action before it is too late.

iii. **Identify "triggers"—settings, times, people, and/or events that seem to set the student off.**

Though triggers are highly personal, most students who lack self-control are responding to something that has increased their anxiety.

Common triggers include a teacher's correcting the student's work, other students teasing the student, problems on the bus or at home, difficulty with an assignment, being laughed at by other students, or even small changes in established routines. Some students with extremely poor social skills may even have triggers as subtle and common as another student talking to them or getting bumped in line.

The nurse-interventionist, Mrs. Green, begins the process of identifying Gina's patterns of behavior. She interviews each of Gina's teachers, who in turn identify other staff members and responsible students who have witnessed Gina's blow-ups. Mrs. Green also talks with Gina's sixth grade teacher and her mother. From all these sources she determines that Gina's outbursts occur fairly rapidly so agitation is not easily recognized. However, the pattern shown in Figure H-2 emerges:

Figure H-2

**A.
Triggers**

- **Teasing**
    - **Being called names**
    - **Students mimicking**
- **Getting bumped into**
- **Doing poorly on an assignment or test**
- **Students saying anything to her**
- **Being touched**

**B.
Accelerating Agitation
(Signs of Stress or Anger)**

- **Pulls or backs away**
- **Mumbles**
- **Moves from foot to foot**
- **Begins moving abruptly**
- **Breathes rapidly**
- **Turns red**
- **Voice gets high**

**C.
Peak Out of Control**

- **Inappropriate language**
- **Yells at others**
- **Crying**
- **Hysterical sobbing**
- **Shouting**
- **Chasing others**

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Once triggers, accelerating behaviors, and peak behaviors have been defined, combine this information with additional information from the student, and use it to develop daily lessons to teach self-control.

d. Identify strategies and signals to help the student control her behavior.

i. Identify strategies that the student might use to break the acceleration pattern.

Self-control strategies are procedures the student can use to redirect her behavior. Use of these strategies should result in the student's calming down instead of accelerating into out of control behavior. These strategies include:

- *Counting to ten, then backwards to one.*

  Self-control strategies do not have to be fancy procedures. In fact, the simpler, the better. Counting to ten is a time-tested strategy that many students learn from their parents. The procedure helps the student buy time before responding impulsively to a situation. If the student spins rapidly out of control, counting to ten and then backwards to one may provide her with the time needed to regain control.

- *Deep breathing.*

  As people become agitated, shortness of breath is often an accompanying sign of distress. Slow, deep breathing tends to help people relax.

- *Positive self-talk.*

  Students with severe difficulties often talk themselves into out of control behavior. "I can't stand it. If he does that one more time, I'll . . . ." Negative self-talk tends to feed the process of spiraling out of control. Positive self-talk helps the student redirect her thoughts and actions. (If learning positive self-talk may be a viable strategy for helping the student maintain self-control, see Intervention E: *Restructuring Self-Talk* for a detailed description of this procedure.)

- *Self-imposed time-out.*

  Students can avoid potentially volatile situations by removing themselves. Going to a private place in the school to calm down—the counselor's office, a quiet corner in the classroom, etc.—often allows the student the time and space to redirect her energies.

- *Deep muscle relaxation.*

  Deep muscle relaxation can help students physically relax. Students who have self-control problems learn to remove their focus from a stressful situation and reduce the body's tendency to become tense. By learning to relax, students learn to maintain control. (For detailed information on deep muscle relaxation procedures, see Intervention M: *Managing Stress.*)

- *Using Stop, Think, Plan (STP).*

  With STP, students learn to follow these steps:

  STOP: When you feel mad, tell yourself to STOP.

  THINK: When you've stopped, THINK about your choices. What else could you do that won't get you in trouble?

  PLAN: PLAN what you are going to do next.

Each step in this strategy guides the student through actions that allow her to withdraw from a pattern of accelerating agitation, and to concurrently make purposeful decisions about what she wishes to do next.

- *Visualization.*

  Visualization is a form of positive self-talk. Many students cannot imagine themselves taking control. When scenarios are presented, their vision is limited to seeing behaviors of the past. "This is the way it is and the way it will always be." If the student has difficulty looking forward to behaving differently, visualization may be a worthwhile strategy to teach. During instruction, the interventionist presents scenarios and verbally draws a picture of an appropriate response. The student may draw a picture or close her eyes and try to "see" the scene.

  NOTE: Be sure to obtain parental permission and check with an administrator before implementing this procedure. Some parents may object on religious grounds.

- *Ignoring.*

  Learning to ignore events that trigger agitation may be the best strategy to avoid anger. When the student is taught strategies that require her to focus her attention elsewhere, she also learns to ignore events that trigger emotional outbursts. It may also be worthwhile to directly teach the student to give no response to triggers such as teasing.

- *Using "I messages" to communicate feelings.*

  If the student must respond directly to difficult situations, it may be useful to teach her to use statements that begin with "I" rather than "you." Instead of saying, "You can't make me. Get out of my face," the student might calmly say, "I don't have to do that and I am not going to." Rather than saying, "You're the fat pig, not me," the student might say, "I don't like to be called names. It hurts my feelings." Below are some other "I messages" that the student could learn to say in place of arguing or name-calling:

  - "Please stop. I have a right to be treated with respect."
  - "I know that is not true."
  - "I don't let comments like that bother me."

  When selecting possible self-control strategies, consider the age and ability of the student. If the student is not sophisticated, plan to help the student select a single strategy. More mature students can be taught as many as four strategies that they can implement depending on the demands of the situation.

ii. **Identify signals or cues that could be used by the student and teacher to prompt the use of self-control strategies.**

Initially, the student may need a cue from an adult to break old patterns of agitation and acceleration. If the student typically becomes more and more agitated by engaging in a series of verbal exchanges with adults, the teacher might simply put up a hand to signal the student that she needs to redirect her behavior. If the student often shows agitation by stuttering, blinking, or becoming short of breath, the teacher might prompt the student to redirect her behavior by saying, "How are you feeling?" During the daily self-control lessons, the student will learn that adults can help her recognize the signs of agitation, and can signal her with a prearranged cue such as the question, "How are you feeling?" The student will learn that the cue is a prompt to begin engaging in alternative behavior.

Eventually, the student will need to prompt herself. As the student learns to recognize her own signs of agitation, she can be taught to provide herself with a self-cue. Self-cues might include short positive statements that the student can repeat. "I am in control. I can think positively. I am in control. I can think positively." Specific cues can be worked out with the student. Cues should be age-appropriate and unobtrusive so they are not embarrassing to the student.

e. **Design daily lessons to help the student learn self-control.**

DAILY LESSONS WILL help the student become aware of the entire sequence of behaviors from triggers to the peak. Rather than engaging in behaviors that increase agitation, the student will learn to respond to the preselected signals or cues, and to use self-control strategies to calm down and control herself.

i. **Daily lessons should include opportunities for demonstrations and modeling, verbal practice, positive practice, and feedback.**

Through demonstrations and modeling, the adult simulates real situations and shows the student how to respond to cues by shifting from agitation behaviors to alternative, calming behaviors. In verbal practice, the adult presents situations and has the student verbally explain what she will do to avoid accelerating into out of control behavior. In positive practice, the student practices responding to cues and shifting from agitation to alternative behaviors. Positive practice or role playing also allows the adult to provide feedback and additional practice in a protected and nonthreatening situation..

As the student learns to handle various scenarios, the daily lessons should deal with increasingly difficult situations. This can be accomplished by creating more and more volatile scenarios for practice, by moving practice sessions into real life contexts, and by gradually removing prompts. As lessons progress, the student can help generate her own scenarios for practice.

ii. **Determine how much time will be needed for the lessons, where the lessons will take place, and who will conduct them.**

Getting the student to use self-control strategies requires learning to mastery. The student will need to practice the new behaviors in many different ways with many repetitions before she will be able to use them in real life situations. Therefore, short daily lessons will be more effective than long, infrequent lessons.

In most cases, lessons will need to be conducted outside the classroom by someone other than the classroom teacher. The student must feel comfortable during lessons so that any fear of failure is diminished and any sense of potential embarrassment in front of peers is eliminated. The adult selected to work with the student must be patient. The student is likely to make many mistakes, and may become frustrated. This behavioral coach should be someone the student can trust, and who will convey ongoing support and encouragement despite difficulties that may be encountered.

The nurse-interventionist, Mrs. Green, has asked Gina's homeroom teacher help her plan self-control training lessons. Prior to meeting, Mrs. Green has identified triggers, acceleration patterns, and the peak of Gina's out of control behavior (refer back to Figure H-2). Alternative behaviors and possible signals have also been identified and will be finalized with Gina's help.

Nurse-Interventionist: *I know Gina is going to need some daily lessons in self-control. I'd be happy to work with her. I can work with her on role playing various situations and have her practice using the self-control strategies that she selects. Do you think she will be responsive?*

Teacher: *Oh, I think so. Gina is shy around men. It is hard for me to get her to talk, but I think she will cooperate with you.*

Nurse-Interventionist: *Well, let's hope that I can break through. It won't be easy but I will clear my calendar for daily lessons across the next two weeks. After that, we'll schedule lessons two or three times a week.*

Teacher: *I think the daily lessons are a great idea, but I also think the one-to-one attention will help Gina. It's really frustrating for us. You see a kid hurting, but there isn't much that can be done in class.*

Nurse-Interventionist: *I hate to take Gina out of class and have her miss instruction.*

Teacher: *As far as I'm concerned, you can have her whenever you need her. I have her for English and social studies block plus homeroom. If you can take her during homeroom, it would be best. Otherwise, we'll have to work out ways to get her caught up.*

Nurse-Interventionist: *I could take her during homeroom on Tuesdays and Thursdays. On Monday, Wednesday, and Friday I could run shorter sessions. Would the first ten minutes of the period work?*

Teacher: *That would be fine. I'll watch out for Gina and also give her a student partner who can catch her up. I know the perfect kid. If we have an assignment, she can use her partner's answers—and just go through them with her. That way she'll get the information, but won't be penalized for being gone.*

f. Determine how to respond to out of control behavior.

NOTE: If Intervention B: Managing Severely Disruptive Behavior has been implemented, scan this step and Step 2g. Then continue implementing procedures from Step 2h.

TEACHING STUDENTS SELF-CONTROL takes time and patience. As the student learns to take control of events and her emotions, the intensity and frequency of out of control behavior will gradually be reduced. In the meantime, procedures need to be established for responding to possible out of control behavior.

i. Establish consequences if necessary.

Consequences tend to have little effect on out of control behavior. When students are out of control, they are not thinking rationally about the consequences of their actions. Therefore, the threat of a consequence will generally have little effect. However, if the student damages property or has a significant disruptive effect on the class, consequences will serve a dual purpose. The first purpose is to demonstrate that when someone disrupts learning or damages property, there is a consequence. The second purpose is to help the student see that self-control training will eventually empower her to make choices regarding what will happen to her.

Whenever possible, consequences should have a logical association with the problem behavior. If the student damages property during out of control behavior, the student should be required to repair the damage or make some kind of restitution. If the student tears up papers and throws them around the room, she should be required to clean up the room. If the student destroys a book, she should be required to pay for the book, or work in the classroom to pay it off. If the student is verbally abusive, the consequence might be to write an apology to the person to whom she was abusive.

ii. Prepare a systematic plan for reengaging the student in class activities.

Once students have "lost it," it is often difficult for them to come back into the classroom. Procedures need to be developed that give the student very little attention, but allow the student and teacher to debrief so they can get on with the rest of the day. The "Behavior Improvement Form" shown in Figure H-3 works well when students have the skills to read and complete the form. By filling out the form, the student acknowledges the problem and identifies what she will try to do differently in the future. Later, this form can be used in the daily lessons to role play and verbally rehearse alternative actions.

Figure H-3

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. **What was your behavior?**

2. **What did you want? (Check at least one.)**

☐ I wanted attention from others.
☐ I wanted to be in control of the situation.
☐ I wanted to challenge the teacher's authority.
☐ I wanted to avoid doing my work.
☐ I wanted to be sent home.
☐ I wanted to cause problems because I am miserable inside.
☐ I wanted to cause others problems because they don't like me.
☐ I wanted revenge.
☐ I wanted____.

3. **Did you get what you wanted?** Yes ☐ No ☐
Why?

4. **What could you do differently?**

5. **Will you be able to do it appropriately?** Yes ☐ No ☐
Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Source: Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior.* Eugene, OR: Behavior Associates.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

If the student does not have the skills to fill out the form, reengagement into the classroom may need to occur verbally. When the student has calmed down, the teacher should plan to have the student privately state what she did and how she might handle the situation differently in the future. The teacher should keep this discussion brief and business-like. The more attention given to the student immediately following an incident, the greater the likelihood that the student will be reinforced for having lost control.

Teacher: *I don't think we need to impose additional consequences if Gina loses it. The embarrassment is enough of a consequence.*

Nurse-Interventionist: *I agree. When Gina does lose it, she automatically takes herself to the counseling office. I think we should formalize that, so everyone knows that's what she's expected to do.*

Teacher: *Good. That would help me. I can get her moving out of the classroom as quickly as possible. The less spectacle the better.*

Nurse-Interventionist: *When Gina is ready to return, I would like her to debrief using the 'Behavior Improvement Form.' I know Gina would like those incidents to magically 'go away' when they are over, but everyone else remembers. The 'Behavior Improvement Form' will help Gina think about ways to avoid future incidents. I think its good for her to see she can learn from her mistakes and then go on with life.*

g. Establish procedures to focus on appropriate behavior and student strengths.

IT IS OFTEN difficult to give a student with severe behavior problems any attention or recognition for appropriate behavior. Because the student usurps so much time and energy when she is misbehaving, it can feel uncomfortable giving her additional attention when she is being responsible. Unfortunately, this results in the student's learning again and again that adult attention is guaranteed during misbehavior but highly unlikely when she engages in appropriate behavior. When this occurs, misbehavior increases and responsible behavior decreases.

To emphasize the value of the student's appropriate behavior, identify the student's strengths and responsible behavior, and try to focus attention on things the student does well. Brainstorm a list of ways to focus attention on appropriate behavior and then check those items that will be manageable.

Nurse-Interventionist: *We are putting a huge amount of attention on helping Gina learn self-control. Are there some strengths that we can focus on?*

Teacher: *I wish we knew her better. She is actually very quiet in class. She doesn't initiate anything—kind of fades into the wall if possible. I have noticed that she doodles a lot. Actually her drawings are quite good. She is almost a cartoonist.*

Nurse-Interventionist: *Good. I've also noticed that she is also very clean and well presented—despite her weight.*

Teacher: *She is just an average student, but she has nice handwriting. She always completes her work and turns it in on time.*

Nurse-Interventionist: *Good. So, she must manage her time well. Let's keep going and also think of some things we might set up to help Gina get the focus off her problems.*

Within a few minutes, Gina's interventionist and the teacher have generated the following list of possible activities for Gina. The teacher has identified things he is willing to do, and the interventionist has marked things she can work on:

- Tutor for special education students — nurse-interventionist will check.
- Participation in after school art club—teacher will check.
- Making illustrations for teacher's handouts—teacher will do when Gina's schedule with the nurse-interventionist is reduced.
- Special jobs/work in office—nurse-interventionist will look into.
- Increased positive interactions— nurse-interventionist will request help from other teachers.

h. Determine whether a reinforcement system should be integrated into the plan.

THE NEED FOR external motivators will vary depending on the age and sophistication of the student, as well as her readiness to improve. If the student is unlikely to attempt changes or will have difficulty being motivated during lessons, see Intervention L: *Structured Reinforcement Systems.*

Nurse-Interventionist: *I don't think Gina needs an external reinforcement system. She is in enough despair that she knows her behavior needs to change. She just doesn't know how to do it. Maybe we can use a self-monitoring system that will help her keep focused during the lessons.*

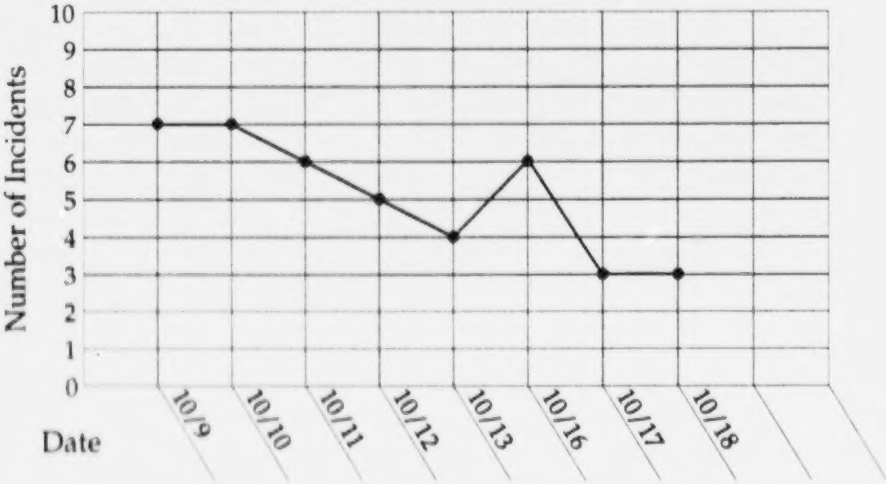
i. Identify ways to determine whether the intervention is helping the student reach her goal(s).

THERE SHOULD BE at least two independent means of evaluating progress. Because behavior is difficult to change, small improvements may go unnoticed unless there is a way to determine whether the intervention is having a positive impact. Evaluation might include any of the following procedures:

- *An objective measure of the frequency and/or duration of out of control behavior.*

  Include one objective means of measuring out of control behavior. This may be accomplished by simply counting the number of out of control incidents that occur each day or week. This information can be charted (see Figure H-4) or the average number of incidents each day or week can be recorded. If the number gradually decreases over time, progress is being made.

Figure H-4: Sample Self-Control Graph

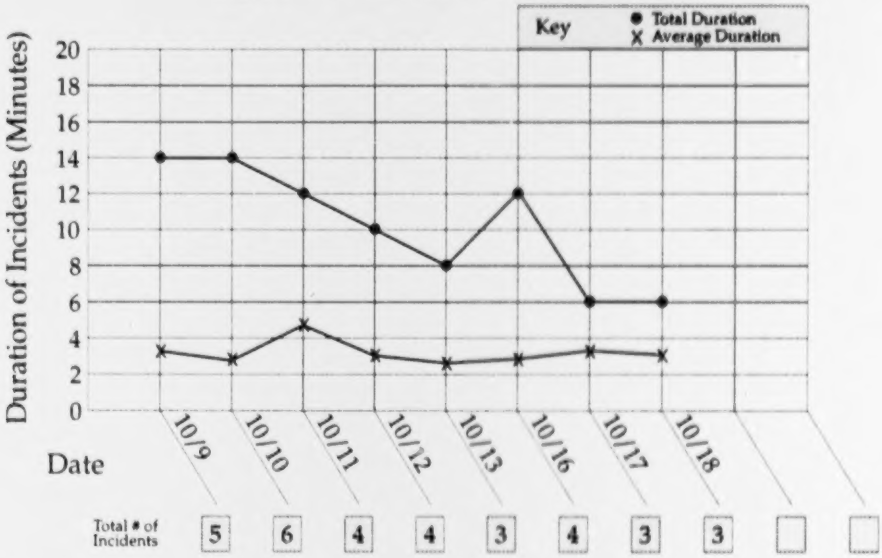


NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

When a student loses control for long periods of time (more than a couple of minutes), a more accurate objective assessment is to record the number of minutes the student is out of control during each incident. With this information, a chart can be made that shows the total number of minutes the student spent out of control, and the average duration of each incident (see Figure H-5).

This information allows the interventionist and the teacher to easily see the relationship between the number of incidents and the length of those incidents. For example, in Figure H-5, one can see that the number of incidents is going down and the average length of incidents is staying about the same. This represents very good progress. In some cases, the number of incidents may stay about the same, but the average length of the incidents will go down. This would also represent very good progress for the intervention. In some cases, the number of incidents may go down, but the length of each incident may go up. In such a case, the intervention would need to be carefully analyzed to determine why the student is out of control less often, but for longer periods of time.

Figure H-5: Sample Self-Control Graph



NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

- *Self-monitoring systems.*

  Self-monitoring is a means of evaluating progress while helping the student become aware of her own behavior. Self-monitoring can be as informal as prompting the student to think about her progress: "Tell me how you did today." In other cases, the student might actually count or rate behaviors. A chart like the "Self-Monitoring Form" (see Figure H-6) can help the student monitor her own behavior.

Figure H-6

Self-Monitoring Form

Directions for the Teacher or Interventionist: Write clear and specific descriptors of student behavior for each rating in Item C. See Figure H-6 of Intervention H: *Self-Control Training*.

Student Date Grade

Teacher/Interventionist

Goal

A.
Student's rating of how he/she did during the lesson:

1	2	3	4
Didn't try at all	Tried some of the time	Tried most of the time	Worked hard the entire time

B.
Teacher's rating of how the student did during the lesson:

1	2	3	4
Didn't try at all	Tried some of the time	Tried most of the time	Worked hard the entire time

C.
Student's rating of how he/she did since the last lesson:

1	2	3	4	5
Got mad & yelled many times	Got mad & yelled a few times	Got mad but stayed calm	Didn't get mad when teased	Didn't get teased

NOTE: A rating of 3, 4, or 5 on Item C is excellent.

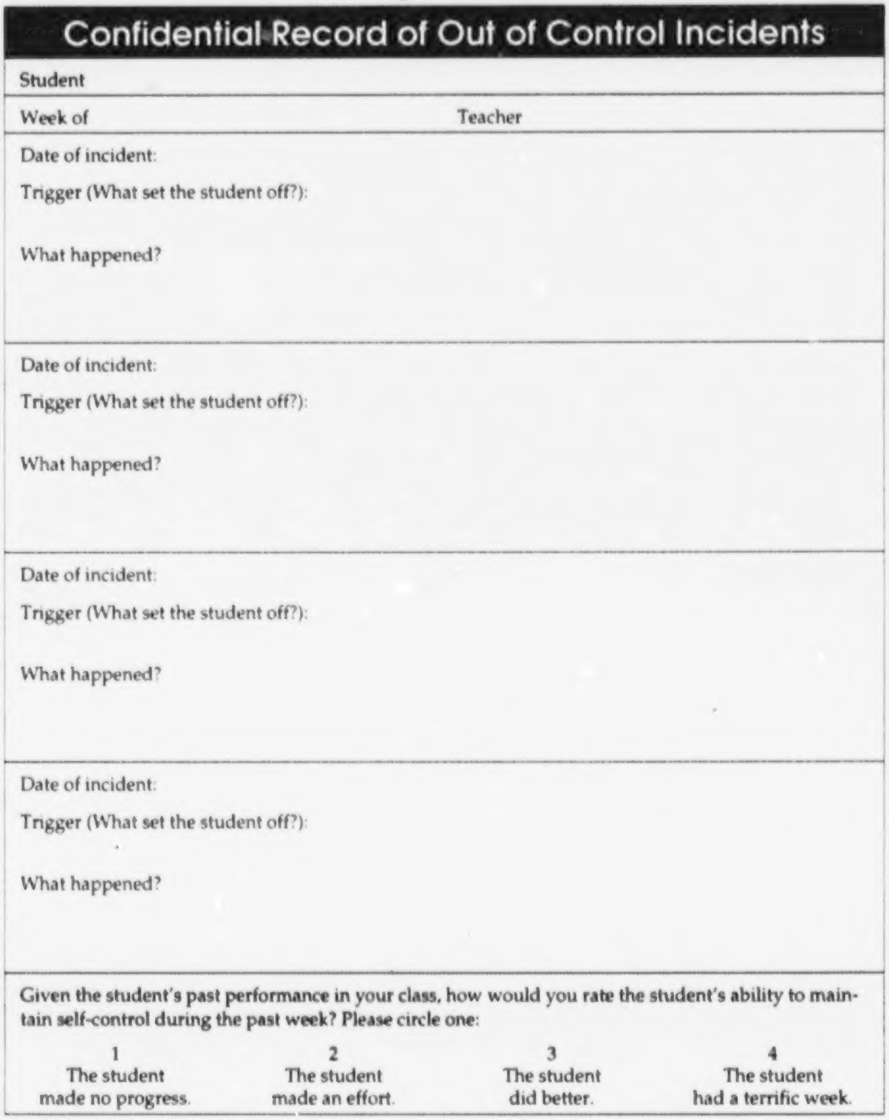
NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

If a self-monitoring chart is used, daily lessons should include giving the student practice in rating her behavior. The complexity of the system should consider the age and sophistication of the student, the type of behavior being taught, and whether the student requires a reinforcement system. If more detailed information on these procedures is needed, see Intervention K: *Self-Monitoring*.

- *Anecdotal logs.*

Progress may also be monitored by keeping an anecdotal log that lists when incidents occur, what triggered or seemed to trigger them, where they occurred, how long they lasted, and any consequences that were implemented (see Figure H-7).

Figure H-7



Confidential Record of Out of Control Incidents

Student

Week of Teacher

Date of incident:

Trigger (What set the student off?):

What happened?

Date of incident:

Trigger (What set the student off?):

What happened?

Date of incident:

Trigger (What set the student off?):

What happened?

Date of incident:

Trigger (What set the student off?):

What happened?

Given the student's past performance in your class, how would you rate the student's ability to maintain self-control during the past week? Please circle one:

1	2	3	4
The student made no progress.	The student made an effort.	The student did better.	The student had a terrific week.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

- *Teacher rating systems.*

  Teacher rating systems may also be useful. Rating forms such as the one shown in Figure H-8 can provide relatively quick feedback and assist in monitoring efforts. With this type of system each of the student's teachers are asked on a daily or weekly basis to evaluate student efforts. The interventionist (e.g., the counselor, an administrator, or the student's homeroom teacher) collects the ratings and discusses them with the student.

Figure H-8

Student	Teacher		Week
1 The student made no progress.	2 The student made an effort.	3 The student did better.	4 The student had a terrific week.

- *Informal observations.*

  Informal observations by teachers, parent(s), and the student can also be used to subjectively evaluate how well the intervention is working. Such a procedure may simply involve the interventionist asking the student, teacher, and parent(s) how things are going.

Evaluation procedures will vary depending on the age of the student, the number of teachers involved, and the nature of the problem. Though evaluation is critical, procedures should be easy to implement and as nonintrusive on teacher time as possible.

Nurse-Interventionist: *We'll keep Gina's 'Behavior Improvement Forms' on file in the counselor's office. I'll also put together a log that we can keep showing when she has checked into the counselor's office for cooling off, and how long she has remained there. Do you think we could also ask the staff to record any incidents they observe?*

Teacher: *If it wasn't too time consuming. We could ask each person to make an anecdotal note of any incident and turn them into you.*

Nurse-Interventionist: *Right, I could collect the anecdotal notes and ask each person who sees Gina to rate her progress each week. That would give us a number of different ways to monitor Gina's progress. We'll have teacher logs and evaluations. We'll have Gina's self-evaluations, and we'll have 'Behavior Improvement Forms' as well as the log of Gina's visits tot he counseling center. At any given time, we should be able to determine whether we are making progress. I'd like to meet with you in three weeks to go through the information. I will be deeply enough involved that I'll need your perspective.*

NOTE: The list of evaluation procedures just detailed should be viewed as a menu—not a required sequence. Choose two or more procedures to help evaluate the effectiveness of the intervention.

j. Identify criteria for fading the intervention.

FADING THIS INTERVENTION should consist of a gradual reduction in the amount of time spent in structured practice sessions with the student. The rate at which fading takes place should be determined by the frequency with which the student is being successful. The more the student is able to demonstrate self-control in a variety of settings and situations, the sooner and more rapidly the lessons can be faded. As the intervention is gradually removed and behaviors show generalization to real life settings, continue to provide encouragement to the student for her increasing ability to mange her own behavior. The student will need continued support in recognizing the sense of power she has gained as she manages situations on her own.

If the student falls back into old patterns as the program is faded, resume more frequent lessons and continue to reinforce the student when she responds appropriately. Avoid making her feel guilty about sliding backward or the intervention will take on negative or punitive connotations. As long as the student needs support, provide it. When the student again becomes more successful, gradually resume fading procedures while continuing support and encouragement.

k. Determine who will meet with the student to discuss and finalize the plan.

Nurse-Interventionist: *I would like to meet with Gina on Monday during homeroom. Would you like to meet with us? We can see if we can get someone to cover your class.*

Teacher: *I think it might be best for Gina to meet with you alone. It will give you a chance to develop a relationship with her, and I think she would be less comfortable if I were there. I'll talk with her and let her know that you and I have worked together on this plan. I think I can get her thinking positively about meeting with you. In fact, I'll talk with her tomorrow.*

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).

IN THE INITIAL meeting with the student, it is important to establish a sense of trust. The student should understand that the intervention is being initiated to help her be more successful. The student must understand the goal of the lessons, the desired outcome, and the benefits.

Nurse-Interventionist: *Gina, I appreciate your meeting with me today. I hope that you and I can be friends. Do you know why we are meeting?*

Gina: *Yeah, Mr. Walsh said you wanted to help me control my temper.*

Nurse-Interventionist: *Would you like things to change?*

Gina: (nods) *The other kids just won't leave me alone.*

Nurse-Interventionist: *I've got a form that I'd like to go through with you. It will help us figure out a way for you to get the kids to stop teasing you. Gina, how do you feel when you get all riled up?*

Gina: (Shrugs.)

Nurse-Interventionist: *Do you feel embarrassed?*

Gina: (Nods. Tears begin running down her cheeks.)

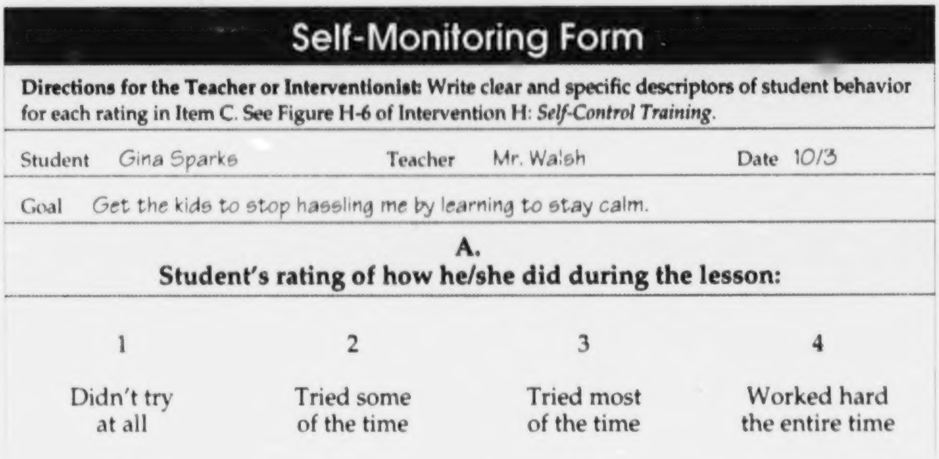
Nurse-Interventionist: *You can learn to respond differently so the other kids will stop hassling you. Would you be willing to make that a goal for yourself?*

Gina: *I guess.*

Nurse-Interventionist: *Help me figure out a goal for you.*

Gina and the interventionist decide on the goal "Get the kids to stop hassling me by learning to stay calm." Gina writes her goal at the top of a "Self-Monitoring Form" as shown in Figure H-9.

Figure H-9



Self-Monitoring Form

Directions for the Teacher or Interventionist: Write clear and specific descriptors of student behavior for each rating in Item C. See Figure H-6 of Intervention H: *Self-Control Training*.

Student Gina Sparks Teacher Mr. Walsh Date 10/3

Goal Get the kids to stop hassling me by learning to stay calm.

A.
Student's rating of how he/she did during the lesson:

1	2	3	4
Didn't try at all	Tried some of the time	Tried most of the time	Worked hard the entire time

b. **Teach the student to recognize triggers, acceleration patterns, and the peak of out of control behavior.**

TEACH THE STUDENT to recognize the behavioral chain that leads to out of control behavior. By recognizing the chain, the student can be taught to engage in alternative behaviors anytime she notices herself beginning to blow.

Go through the patterns that have been identified by others and ask the student to help identify other things that may occur.

Nurse-Interventionist: *Gina, let me show you a chart we put together* (see Figure H-10). *We've noticed that people who have difficulty controlling their emotions often follow patterns. You see, Gina, many people have the same problem that you do. This shows what happens to you as you begin 'blowing up.' As I go over this, help me figure out other things that happen and then we can fill out the 'Self-Control Skills Sheet'* (see Figure H-11). *First let me explain what a trigger is . . . .*

Figure H-10

A.
Triggers

- **Teasing**
  - **Being called names**
  - **Students mimicking**
- **Getting bumped into**
- **Doing poorly on an assignment or test**
- **Students saying anything to her**
- **Being touched**

B.
Accelerating Agitation
(Signs of Stress or Anger)

- **Pulls or backs away**
- **Mumbles**
- **Moves from foot to foot**
- **Begins moving abruptly**
- **Breathes rapidly**
- **Turns red**
- **Voice gets high**

C.
Peak Out of Control

- **Inappropriate language**
- **Yells at others**
- **Crying**
- **Hysterical sobbing**
- **Shouting**
- **Chasing others**

BEST COPY AVAILABLE

Combine the information gathered by the teacher with student input to fill out the "Self-Control Skills Sheet" (see Figure H-11) in Steps 2c through 2f.

c. **Decide on self-control strategies the student will use to calm down.**

DEPENDING ON THE age and sophistication of the student, it may be helpful to provide several self-control strategies as options for the student to choose. When a student participates in the selection process, she is more likely to try to implement the procedures.

Nurse-Interventionist: *I appreciate your helping with this. You've helped me understand the things that trigger your anger. Let's figure out some strategies you can use to stay calm. I've come up with a few possibilities. We can pick the ones that will be the most helpful, or think of some others.*

Mrs. Green briefly describes deep breathing, learning to use an "I message," going to the counseling office to calm down, working on STP, and visualization. Together they decide to use ignoring, "I messages," deep breathing, and going to the counseling office to calm down.

d. **Decide on signals to prompt the use of self-control strategies.**

i. **Determine adult signals.**

Initially, most students need help in identifying when they are moving into agitation. Adult signals can assist the student in recognizing patterns and to prompt the use of self-control strategies.

Nurse-Interventionist: *During our daily lessons, I'll help you learn how to use the self-control strategies. Right now, we need to figure out ways that we might signal you if you need to use those strategies. For example, if I see you turning red, or Mr. Walsh sees you turning red, we would like to help you by giving you a signal. That signal will remind you that you need to ignore and begin your deep breathing exercises. We need to figure out a private signal. We could use a visual signal like scratching our heads.*

Gina: *I probably wouldn't notice.*

Nurse-Interventionist: *That's a good point. How about using the question, 'Gina, how are you doing?'*

Gina: *That would be okay.*

ii. Determine student signals.

Signals the student gives to herself will help her move one step closer to independent self-control.

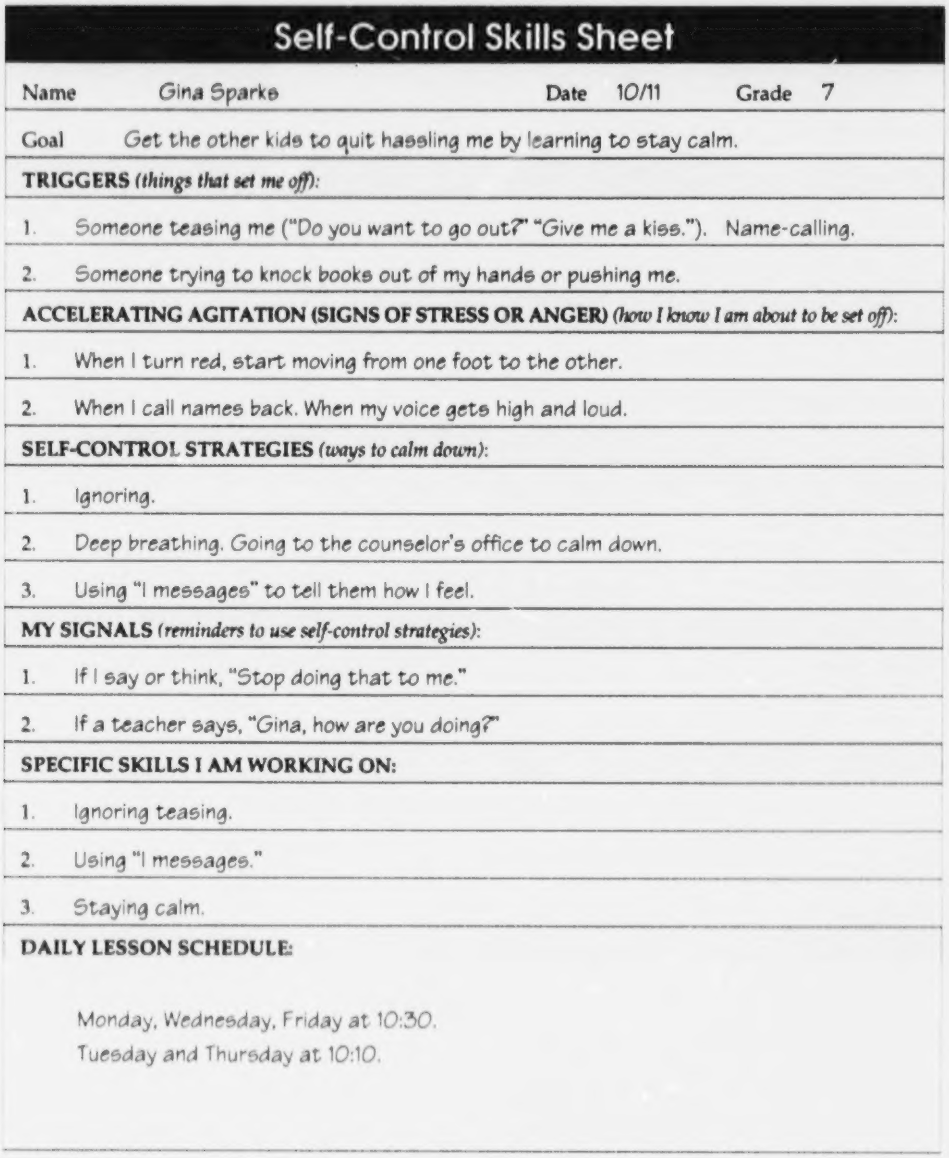
Nurse-Interventionist: *Great. I'll let the other teachers know and they can help you if they see a problem brewing by saying, 'Gina, how are you doing?' Also, you can help yourself notice when a problem is starting when you hear yourself thinking or saying, 'Stop doing that to me.' That's when you will begin deep breathing and ignoring.*

e. Introduce any reinforcement systems and consequences that have been developed as part of the plan.

f. Summarize the procedures and set up a schedule for daily lessons.

THE INTERVENTION PLAN can be summarized by completing the "Self-Control Skills Sheet" (see Figure H-11).

Figure H-11



Self-Control Skills Sheet

Name Gina Sparks Date 10/11 Grade 7

Goal Get the other kids to quit hassling me by learning to stay calm.

TRIGGERS ***(things that set me off):***

1. Someone teasing me ("Do you want to go out?" "Give me a kiss."). Name-calling.
2. Someone trying to knock books out of my hands or pushing me.

ACCELERATING AGITATION (SIGNS OF STRESS OR ANGER) ***(how I know I am about to be set off):***

1. When I turn red, start moving from one foot to the other.
2. When I call names back. When my voice gets high and loud.

SELF-CONTROL STRATEGIES ***(ways to calm down):***

1. Ignoring.
2. Deep breathing. Going to the counselor's office to calm down.
3. Using "I messages" to tell them how I feel.

MY SIGNALS ***(reminders to use self-control strategies):***

1. If I say or think, "Stop doing that to me."
2. If a teacher says, "Gina, how are you doing?"

SPECIFIC SKILLS I AM WORKING ON:

1. Ignoring teasing.
2. Using "I messages."
3. Staying calm.

DAILY LESSON SCHEDULE:

Monday, Wednesday, Friday at 10:30.
Tuesday and Thursday at 10:10.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

g. Conclude the meeting with words of encouragement.

Nurse-Interventionist: *Gina, I want to thank you for working with me. I know that you can make this work for you. We'll have to work hard, but I know you will be much happier. We are all pulling for you!*

Step 3 Implement the plan.

a. Communicate the plan to all staff members who might be involved.

The letter shown in Figure H-12 is composed for Gina's five teachers:

Figure H-12

Dear Teachers:

We are working to help ___Gina Sparks___ respond to situations with self-control. We need your help in the following ways:

1. Please provide ___Gina___ with subtle, but friendly interactions when appropriate. ___She is very isolated from staff and peers.___

2. ___Gina___'s out of control behavior seems to be triggered by:
   - Teasing
   - Getting touched, bumped into, etc.
   - Getting a poor grade
   - Other students talking to her

3. He/she seems to exhibit the following behavior(s) before blowing up:
   - Pulls away physically
   - Mumbles
   - Moves from foot to foot
   - Moves abruptly
   - Turns red
   - Voice gets high and loud

4. If you notice ___Gina___ exhibiting any of the behavior(s) noted above, please give him/her the following specific cue: ___Say: "Gina, how are you doing?"___

5. If he/she responds by ___ignoring the problem, using an "I message," or staying calm___, please privately acknowledge those efforts.

If Gina gets upset and needs to leave the room, she has permission to go to the counseling office to " cool down." Any time Gina needs to leave your room, please make a note of what occurred that got her upset. We will circulate the attached report form every Friday. Fill out the form, or feel free to simply attach the anecdotal notes you made at the time of the incident. This information will be used to work with Gina on different ways she can handle similar problems in the future.

Sincerely,
Fran Green

Thank you for your time. Our efforts can help ___Gina___ **begin to accept himself/herself. He/she needs our assistance.**

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

b. Conduct daily lessons.

During daily lessons the student will practice the self-control strategies that have been selected. Practice should include the use of any cueing mechanisms, self-monitoring procedures, and reinforcement systems.

i. Review the "Self-Control Skills Sheet" with the student. (Refer back to Figure H-11.)

ii. Have the student practice using self-control strategies.

- Provide demonstrations and modeling.

Nurse-Interventionist: *Let's pretend that I'm you. It's homeroom and one of the kids bumps into me and says, 'Yuck.' I can feel myself getting angry because my face is turning red. I think to myself, 'Stop doing that to me.' Then I remember to breathe deeply and ignore him, so I look away. Watch me do that.*

When I looked away, I was ignoring him. By ignoring him, I'm not giving him what he wants. And that is great, isn't it? When you ignore kids who are being mean, eventually they will quit teasing you. They are teasing you to get you mad.

- Provide opportunities for verbal practice.

Nurse-Interventionist: *Now it's your turn. It's homeroom and one of the kids bumps into you and says, 'Yuck.' You can feel yourself getting angry because your face is turning red. Tell me what you should do.*

Gina: (Does nothing.)

Nurse-Interventionist: *First you think to yourself . . . .*

Gina: *Stop doing that to me.*

Nurse-Interventionist: *And then you begin . . . .*

Gina: *Deep breathing and I look away.*

Nurse-Interventionist: *Excellent!*

- Provide positive practice and feedback.

iii. Integrate practice with cueing systems.

Nurse-Interventionist: *Now, let's pretend I'm you again. I'm in class and one of the kids gives me a hard push. That's pretty hard to take so I say, 'YOU STOP THAT!' Your teacher notices and says, 'Gina, how are you doing?' That's my cue. I do a little deep breathing and I say, 'I don't like it when you push me. It makes me feel very sad. I feel like everyone hates me.' How'd I do?*

Gina: *Well, you paid attention to the cue and started deep breathing . . . .*

Nurse-Interventionist: *Did I get completely blown out of shape?*

Gina: *No, and I guess you used an 'I message.'*

iv. Integrate practice with reinforcement or self-monitoring systems that have been developed.

Proceed through the same basic steps of the daily lesson—demonstrations and modeling, verbal practice, and positive practice. Within each step, have the student evaluate the interventionist's efforts and her own practice attempts with the "Self-Monitoring Form" (refer back to Figure H-6).

Nurse-Interventionist: *Gina, how do you think you did? Did you get mad and yell?*

Gina: *No.*

Nurse-Interventionist: *So, you didn't get a 2. Did you get mad, but stay calm?*

Gina: *Yes. So, I got a 3.*

Nurse-Interventionist: *Yes, and that is great. Anything from a 3 to a 5 is terrific. It is all right to get mad—when you can stay in control.*

If the system also involves self-monitoring or a reinforcement system for working hard during the lesson, work through those procedures with the student on the form.

v. Gradually increase the difficulty of the lessons.

Increase the difficulty of the lessons by using more volatile scenarios. If the student has had any incidents of out of control behavior, these can be reenacted so the student learns from those problems.

BEST COPY AVAILABLE

Nurse-Interventionist: *Let's try something different. It will be a little harder. I am going to use one of the cruel things you told me some of the kids say. Let's pretend one of the kids says, 'Gina, Gina, Gina Sparks. Gina barks and makes me barf.'*

With this intervention, students are asked to make a behavioral change at a time of high stress. Students often do fine during lessons, but seem unwilling to use the strategies when confronted with problems in the classroom, on the playground, or in the hallways. The stress of real situations may result in the student's being unable to implement the practiced self-control strategies. If this occurs, lessons should continue and the content of the lessons should more closely parallel real life situations.

c. **Watch for times when the student attempts to maintain self-control and provide encouragement.**

WHENEVER THE STUDENT employs strategies for maintaining self-control, adults should encourage her with verbal praise, a pat on the back, a note, or some other age-appropriate means of acknowledging the effort to maintain self-control.

Teacher: *Gina, come over here with me and help me sort these papers.* (Then privately . . .) *You did a nice job of ignoring the remarks that Jason was making. That is the best way to get him to stop. You demonstrated a lot of self-control.*

Positive feedback should assist the student in recognizing that she is employing strategies that have been learned in the daily lessons. Students are sometimes not aware that they are making progress and may actually use these strategies without noticing.

Begin the next daily lesson by complimenting the student on her ability to successfully use self-control strategies. Work with the student to develop a sense of pride in her abilities to manage her own behavior.

d. **Evaluate, revise, and fade the plan.**

BY CONTINUALLY MONITORING student progress, the plan can be adjusted to meet the needs of the student. For example, if the student has difficulty using the self-control strategies, the plan might be adjusted by having the teacher intervene. If the teacher notices signs of agitation, the teacher might remove the student from the stressful situation and remind the student to try the self-control strategies.

e. **Provide continued support for maintenance.**

WHEN STUDENTS HAVE difficulty with self-control, they often have other related problems. Once the student has learned to manage her emotions in tense situations, additional interventions should be considered to help the student continue learning the skills, attitudes, and values that lead to a happy, productive life. Interventions that may be of particular value for students who have had self-control problems include Intervention E: *Restructuring Self-Talk*, Intervention G: *Mentoring*, Intervention I: *Goal Setting and Contracting*, Intervention J: *Teaching Desired Behaviors*, and selected strategies from Intervention M: *Managing Stress*. (Though Intervention M: *Managing Stress* is written for teachers, many of the strategies can also be used by students.)

Once Gina learned the basic self-control strategies, Mrs. Green decided to do some goal setting with Gina. Together they decided that Gina would also like to lose weight and work on making friends. Mrs. Green continued her work with Gina, using Intervention J: *Teaching Desired Behaviors* to help structure lessons that would teach Gina social skills and dietary skills.

Conclusion

Self-Control Training helps students learn to control their own behavior. This intervention is especially useful for students who have trouble with chronic crying, tantrumming, anger management, or physical aggression. The procedures help students identify the events or circumstances that trigger out of control situations and learn strategies for maintaining emotional control in the presence of those events or circumstances. When necessary, adults may use signals to cue students that they need to implement one of the self-control strategies that they have been taught. Although this intervention is time-consuming, students learn to take command of their emotions and actions—skills that will be important for the remainder of their lives.

References

Brigham, T.A. (1989). *Self-management for adolescents: A skills training manual.* New York: Guilford Press.

Chapman, M., Skinner, E.A., & Baltes, P.B. (1990). Interpreting correlations between children's perceived control and cognitive performance: Control, agency, or means-ends beliefs? *Developmental Psychology, 26,* 244-251.

Colvin, G. (1992). *Managing acting-out behavior: A staff development program.* Eugene, OR: Behavior Associates. (Distributed by Sopris West, Longmont, CO.)

Colvin, G. & Sugai, G. (1989). *Managing escalating behavior* (2nd ed.). Eugene, OR: Behavior Associates.

Connell, J.P. (1985). A new multidimensional measure of children's perceptions of control. *Child Development, 56,* 1018-1041.

Gresham, F.M. (1985). Utility of cognitive-behavioral procedures for social skills training with children: A review. *Journal of Abnormal Child Psychology, 13,* 411-423.

Hughes, C.A., Rugl, K.L., & Peterson, S.K. (1988). Teaching self-management skills. *Teaching Exceptional Children, 20,* 70-72.

Kanfer, F.H. & Galick, L. (1986). Self-management methods. In F.H. Kanfer & A.P. Goldstein (Eds.), *Helping people change: A textbook of methods* (3rd ed., pp. 283-345). New York: Pergamon Press.

Kendall, P.C. & Braswell, L. (1985). *Cognitive-behavioral therapy for impulsive children.* New York: Guilford Press.

Lachman, M.E. (1986). Personal control in later life: Stability, change, and cognitive correlates. In M.M. Baltes & P.B. Baltes (Eds.), *The psychology control and aging* (pp. 207-236). Hillsdale, NJ: Erlbaum.

McLaughlin, T.F. (1976). Self-control in the classroom. *Review of Education Research, 46,* 631-663.

Neilans, T.H., Israel, A.C., & Pravder, M.D. (1981). The effectiveness of transition to a self-control program in maintaining changes in children's behavior. *Child Care Quarterly, 10*(4), 297-306.

Rosenbaum, M.S. & Drabman, R.S. (1979). Self-control training in the classroom: A review and critique. *Journal of Applied Behavior Analysis, 12,* 467-485.

Skinner, E.A. (1985). Action, control judgments, and the structure of control experience. *Psychology Review, 92,* 39-58.

Skinner, E.A. (1986). The origins of young children's perceived control: Caregiver contingent and sensitive behavior. *International Journal of Behavioral Development, 9,* 359-382.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Self-Control Training.*

These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Develop a plan for using *Self-Control Training*.

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	If the student engages in physically dangerous behavior, implement Intervention A: *Managing Physically Dangerous Behavior* prior to beginning *Self-Control Training.* *NOTE: If Intervention A: Managing Physically Dangerous Behavior has already been implemented, skip to Step 1c.*	
c.	Identify the patterns of behavior that result in the student's losing self-control. **i.** Identify what the student does at the peak of out of control behavior. **ii.** Identify behaviors that accelerate toward the peak of out of control behavior. **iii.** Identify "triggers"—settings, times, people, and/or events that seem to set the student off.	
d.	Identify strategies and signals to help the student control her behavior. **i.** Identify strategies that the student might use to break the acceleration pattern. **ii.** Identify signals or cues that could be used by the student and teacher to prompt the use of self-control strategies.	
e.	Design daily lessons to help the student learn self-control. **i.** Daily lessons should include opportunities for demonstrations and modeling, verbal practice, positive practice, and feedback.	

The Summary Record (cont'd)

		Notes
	ii. Determine how much time will be needed for the lessons, where the lessons will take place, and who will conduct them.	
f.	Determine how to respond to out of control behavior. *NOTE: If Intervention B: Managing Severely Disruptive Behavior has been implemented, scan this step and Step 2g. Then continue implementing procedures from Step 2h.* **i.** Establish consequences if necessary. **ii.** Prepare a systematic plan for reengaging the student in class activities.	
g.	Establish procedures to focus on appropriate behavior and student strengths.	
h.	Determine whether a reinforcement system should be integrated into the plan.	
i.	Identify ways to determine whether the intervention is helping the student reach her goal(s).	
j.	Identify criteria for fading the intervention.	
k.	Determine who will meet with the student to discuss and finalize the plan.	

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Teach the student to recognize triggers, acceleration patterns, and the peak of out of control behavior.	
c.	Decide on self-control strategies the student will use to calm down.	
d.	Decide on signals to prompt the use of self-control strategies. **i.** Determine adult signals. **ii.** Determine student signals.	
e.	Introduce any reinforcement systems and consequences that have been developed as part of the plan.	

The Summary Record (cont'd)

		Notes
f.	Summarize the procedures and set up a schedule for daily lessons.	
g.	Conclude the meeting with words of encouragement.	

Step 3 Implement the plan.

		Notes
a.	Communicate the plan to all staff members who might be involved.	
b.	Conduct daily lessons. i. Review the "Self-Control Skills Sheet" with the student. ii. Have the student practice using the self-control strategies. iii. Integrate practice with cueing systems. iv. Integrate practice with reinforcement or self-monitoring systems that have been developed. v. Gradually increase the difficulty of the lessons.	
c.	Watch for times when the student attempts to maintain self-control and provide encouragement.	
d.	Evaluate, revise, and fade the plan.	
e.	Provide continued support for maintenance.	

Behavior Pattern

A.

Triggers

B.

Accelerating Agitation (Signs of Stress or Anger)

C.

Peak Out of Control

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. **What was your behavior?**

2. **What did you want? (Check at least one.)**

☐ I wanted attention from others.
☐ I wanted to be in control of the situation.
☐ I wanted to challenge the teacher's authority.
☐ I wanted to avoid doing my work.
☐ I wanted to be sent home.
☐ I wanted to cause problems because I am miserable inside.
☐ I wanted to cause others problems because they don't like me.
☐ I wanted revenge.
☐ I wanted____.

3. **Did you get what you wanted?** Yes ☐ No ☐
Why?

4. **What could you do differently?**

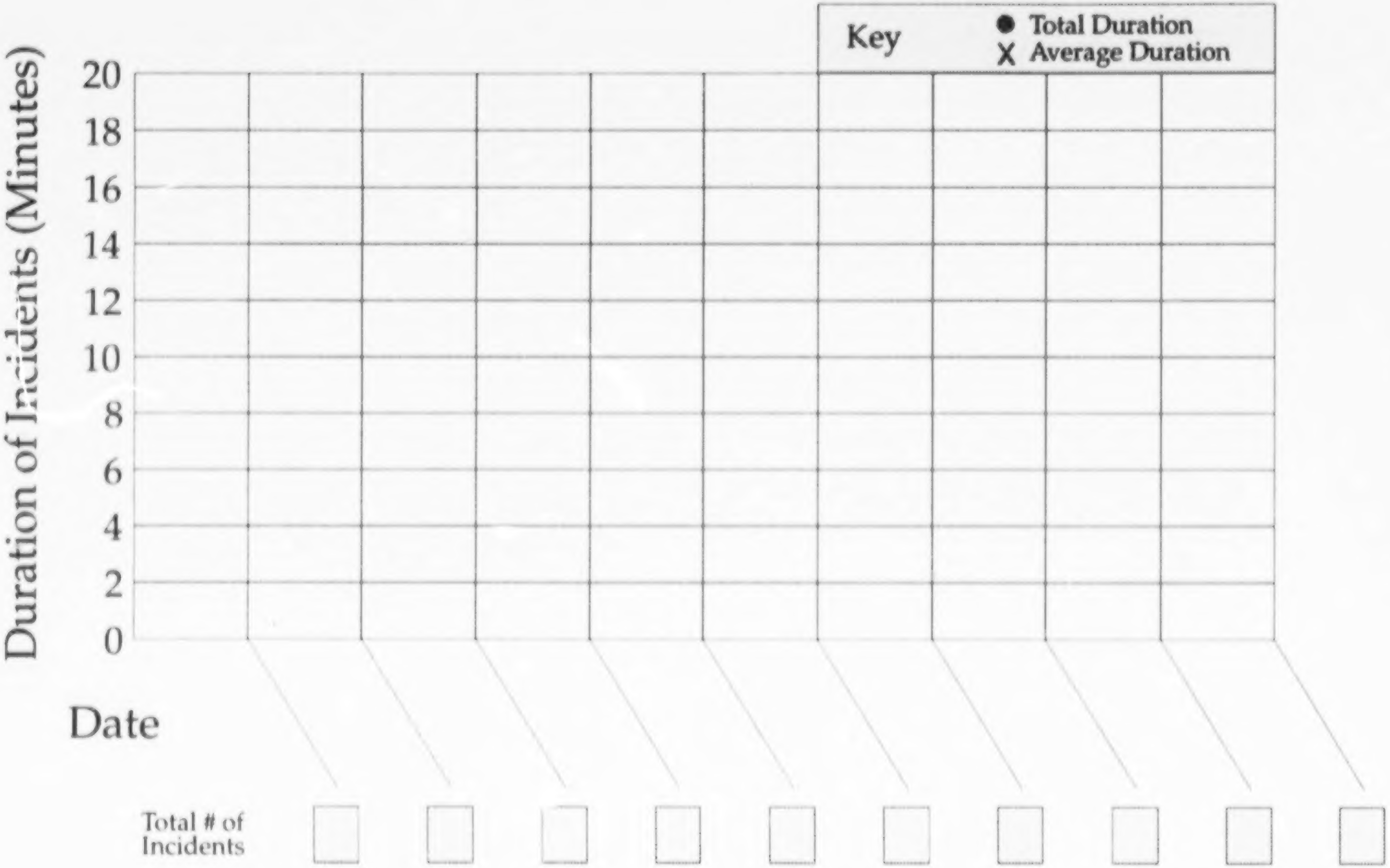
5. **Will you be able to do it appropriately?** Yes ☐ No ☐
Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Source: Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior.* Eugene, OR: Behavior Associates.

Self-Control Graph

Self-Control Graph



Self-Monitoring Form

Directions for the Teacher or Interventionist: Write clear and specific descriptors of student behavior for each rating in Item C. See Figure H-6 of Intervention H: *Self-Control Training*.

Student	Date	Grade

Teacher/Interventionist

Goal

A.
Student's rating of how he/she did during the lesson:

1	2	3	4
Didn't try at all	Tried some of the time	Tried most of the time	Worked hard the entire time

B.
Teacher's rating of how the student did during the lesson:

1	2	3	4
Didn't try at all	Tried some of the time	Tried most of the time	Worked hard the entire time

C.
Student's rating of how he/she did since the last lesson:

1	2	3	4	5

NOTE: A rating of 3, 4, or 5 on Item C is excellent.

Confidential Record of Out of Control Incidents

Student

Week of Teacher

Date of incident:

Trigger (What set the student off?):

What happened?

Date of incident:

Trigger (What set the student off?):

What happened?

Date of incident:

Trigger (What set the student off?):

What happened?

Date of incident:

Trigger (What set the student off?):

What happened?

Given the student's past performance in your class, how would you rate the student's ability to maintain self-control during the past week? Please circle one:

1	2	3	4
The student made no progress.	The student made an effort.	The student did better.	The student had a terrific week.

Self-Control Skills Sheet

Name Date Grade

Goal

TRIGGERS *(things that set me off)*:

1.

2.

ACCELERATING AGITATION (SIGNS OF STRESS OR ANGER) *(how I know I am about to be set off)*:

1.

2.

SELF-CONTROL STRATEGIES *(ways to calm down)*:

1.

2.

3.

MY SIGNALS *(reminders to use self-control strategies)*:

1.

2.

SPECIFIC SKILLS I AM WORKING ON:

1.

2.

3.

DAILY LESSON SCHEDULE:

Intervention Plan Notification Letter

Dear Teachers:

We are working to help____________________ respond to situations with self-control. We need your help in the following ways:

1. Please provide ____________________ with subtle, but friendly interactions when appropriate.____

2. ____________________'s out of control behavior seems to be triggered by:

3. He/she seems to exhibit the following behavior(s) before blowing up:

4. If you notice _______________ exhibiting any of the behavior(s) noted above, please give him/her the following specific cue: __________________________________

5. If he/she responds by ____, please privately acknowledge those efforts.

Thank you for your time. Our efforts can help ____________________________ begin to accept himself/herself. He/she needs our assistance.

INTERVENTION J

Goal Setting and Contracting

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Goal Setting and Contracting

The student has difficulty with motivation and may not understand how to reach a goal.

To assist **STUDENTS** with problems associated with:

- Minor Misbehavior
  - Tattling
  - Disorganization
  - Perfectionism
  - Sloppy work
- Annoying Habits
  - Nose picking
  - Gum chewing
  - Leaning back in chair
- Conduct Problems
  - Disruptive behavior
  - Insubordination
  - Overly rambunctious behavior
- A Negative Attitude
  - Complaining
  - Criticism
  - Bossiness
- Neglect
- Deprivation
- Lack of Positive Role Models
- Lack of Positive Interactions With Adults
- Poor Self-Esteem
- Conflict With Authority
  - Arguing
  - Talking back
  - Disrespect

Introduction

Goal Setting and Contracting provides guidelines for helping students identify what they hope to accomplish and actions they can take to reach their goals. This process can be effective when implemented early in a problem, reducing the likelihood that more intensive interventions will be required later. When used with problems that range from chronic to severe, *Goal Setting and Contracting* helps students develop the motivation necessary to change and may be effective when implemented in conjunction with other interventions such as Intervention J: *Teaching Desired Behaviors* or Intervention K: *Self-Monitoring.*

NOTE: Whether the process of identifying achievement targets is called goal setting or contracting is largely a matter of semantics. Informal agreements about future actions are often referred to as goal setting, and formal written agreements are often referred to as contracting. Since the difference between these two processes is hazy, this intervention will use the term "goal setting" to refer to both processes.

Rationale

Students with behavior problems frequently lack direction and purpose. Though they often have the same long-range aspirations as "good" students, they have difficulty doing what is necessary to develop the habits and skills required for success. They know they should "try harder," and "be more responsible," but they often do not know what it means to "be good." As their perceived failures multiply, many of these students begin to view themselves as "bad" and incapable of success.

Students who experience repeated failure or lack guidance also often have difficulty setting realistic goals. They tend to select goals that are too easy so there is no pride in accomplishment; or they select goals that are so challenging that they set themselves up for failure. These students often feel that their efforts are futile.

Goal setting helps students and adults identify goals that are specific, attainable, and worthy. When goals are clear and within reach, students can begin taking control of their actions. Adults can acknowledge accomplishments, and errors may be used to help students learn how to get back on track.

> *Students can hit any achievement target they can see*
> *and that will sit still for them.*
>
> Richard Stiggins,
> Northwest Regional Educational Laboratories

Goal setting helps students who lack motivation and need a structured problem-solving process to change. For example, "Samantha" is a third grade student who annoys adults and is shunned by peers. Samantha is a chronic tattler. If two students have an argument on the playground, Samantha has to tell the teacher. If a student accidentally bumps into Samantha, she immediately lodges a complaint with the teacher. If a student cuts in line, Samantha promptly tells the lunchroom supervisor. Not a day goes by that Samantha hasn't tattled several times. Samantha's teacher has tried discussing the problem with Samantha, but to no avail. Because Samantha is clearly unhappy about her social status and an irritation to those around her, her teacher decides to try goal setting. This process can help Samantha identify a personal goal and actions that can by taken to reach the goal. Through goal setting, Samantha may learn to make friends and determine when adult help is really needed.

Similarly, "Jefferson" can benefit from goal setting. This ninth grade student is at risk of dropping out of school. Though his grades are passing, Jefferson has begun cutting classes and associating with students who have already dropped out. The counselor decides that Jefferson might still have a chance of completing school if they intervene immediately. By helping Jefferson establish future goals and then providing him with the support and assistance he needs to reach his goals, Jefferson may be able to redirect himself before it is too late.

Goal setting can be a useful process to help resolve problems that range from trivial to severe for people of all ages, abilities, and walks of life. Learning to set and achieve realistic goals is a lifelong skill that allows students to develop purpose and control.

The Summary

Before Implementing *Goal Setting and Contracting*

Before this intervention can be successfully implemented, gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop a plan for using *Goal Setting and Contracting*.

a. Review the problem and overall goal(s) for the student.
b. Select a goal-setting format.
c. Determine who will meet with the student.
d. Set up a goal-setting conference.

Step 2 Meet with the student to set goal(s).

a. Introduce goal setting to the student.
b. Help the student establish long-range goal(s).
NOTE: This step is optional and may be inappropriate for younger students.
c. Brainstorm actions to avoid and actions the student might take to find greater success in the school setting.
d. Help the student establish short-range goal(s).
e. Help the student identify specific actions he is willing to take to reach his goal(s).
f. Identify ways that adults might be able to help the student reach his goal(s).
g. Determine whether a reinforcement system and/or consequences are required.
h. Identify ways to determine whether the intervention is helping the student meet his goal(s).
i. Set up a time to meet regularly with the student to discuss progress.
j. Review responsibilities and sign the "Goal-Setting Form."
k. Conclude the goal-setting conference with words of encouragement.

Step 3 Implement the plan.

a. Provide the student with ongoing support and encouragement.
b. Evaluate the impact of the intervention, making revisions and adjustments as necessary.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan for using *Goal Setting and Contracting.*

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Larry is a high school freshman. He has been identified as a high risk student due to a 1.5 G.P.A. in the first quarter of school. Larry has also been sent to detention twice for being "mouthy" with two different teachers.

Mr. Williams, counselor for the freshman class, has spoken with Larry's mother and the counselor at the middle school that Larry attended. Larry's mother and the middle school counselor indicate that Larry has a long history of disruptive behavior, fighting, and a poor academic record. School records indicate Larry has been referred to special education for academic assistance, but that he fails to qualify. An informal reading inventory shows good fluency in reading and adequate comprehension skills. Work samples show marginal writing skills. Teacher comments frequently mention that Larry is very capable, but fails to complete both in-class and out-of-class work.

Larry is an only child in a single parent home. Larry's mother implies that she doesn't know what to do with him. His behavior at home is also disruptive. Though adult supervision is very limited, shouting matches seem to occur frequently.

Larry's mother is pleased that they have made it through the first nine weeks of school without a major behavioral problem. She says that she will consider joining a parent support group sponsored through the school, but that she probably won't bother. "Larry is just a rotten kid," she says. His mother also states that she would be happy to have the school try anything they want, but that she is " tied up with AA and all," and doesn't have time to come to school "to bail Larry out all the time."

Mr. Williams decides that intervention is critical if Larry is going to complete high school, so he submits Larry's name for intervention through the Student/Staff Support Team (SST).

After discussing Larry's general background, the team selects two interventions to implement—*Goal Setting and Contracting* and *Mentoring* (see Intervention G). Mr. Williams agrees to work with Larry on *Goal Setting and Contracting* and to meet with him regularly to monitor progress. *Mentoring* will be established through a school-wide mentorship program, and Mr. Williams will serve as overall case manager for Larry.

b. Select a goal-setting format.

GOAL SETTING CAN be formal or informal. It may involve short-range goals, long-range goals, or both. Goals may be behavioral, academic, or social. The actual goal-setting format will depend on the age and sophistication of the student, and the student's degree of readiness to improve. To select an appropriate goal-setting format, review the *Goal Setting and Contracting* forms at the end of this intervention booklet. Included are forms that focus on either long- or short-range goals as well as forms that specify both. In addition, they vary in the amount of detail, who will sign them, and their degree of formality. After looking through the possibilities, you may wish to alter the basic formats, or design your own. Try to envision a goal-setting session with your student. This will assist you in determining a format that is appropriate for the situation and student.

Because of Larry's age and sophistication, Mr. Williams decides to help Larry look at long-range job and personal goals first to establish a reason for setting short-range goals to improve school success.

c. Determine who will meet with the student.

IN THE EARLY stages of a problem, goal setting may involve an adult and student working one-to-one to establish a relatively simple goal. However, the more severe or chronic the problem, the more important it is to involve other people in writing a detailed written contract.

In most cases, parents should be invited to participate. Parents can provide important information regarding the student's prior school history, behavior in the home, and the family's values and aspirations. Most parents appreciate the opportunity to be involved. Even if parents are not overtly supportive, participation can be important. The parent who actually encourages a student to fight should hear that this cannot be tolerated in the school setting. The parent who remembers negative school experiences should know that staff are working positively to support and assist the student.

Consider the student and situation when determining who should be present at a goal-setting conference. Some students may be overwhelmed if there are too many people involved. In other situations, a counselor may help facilitate and mediate communication problems. If the student has major behavior problems, it may be desirable to include the building administrator, classroom teacher(s), and a special education teacher. To ensure a productive goal-setting conference, try to include people who will provide valuable information and convey a sense of support and teamwork to the student.

Mr. Williams calls Larry's mother and describes the SST's plan to help Larry. During the phone conversation, Larry's mother reiterates that she has no objections to anything the school wants to do, but also has no interest in being directly involved. Mr. Williams talks with Larry's teachers and hears consistently that Larry is passive-aggressive and discourages friendly interactions with his teachers. Based on these considerations, Mr. Williams decides to work alone with Larry during the goal-setting session. He senses that having other teachers involved may make Larry feel that the goal-setting session is designed to push the school's agenda, rather than being a session designed to help Larry establish his own goals.

d. Set up a goal-setting conference.

THE GOAL-SETTING CONFERENCE is prearranged with the student and all adults who might be involved. Whether meetings are designed to assist with minor or severe problems, goal-setting conferences should be scheduled at a neutral time—not as an immediate response to misbehavior. If a student is asked to engage in goal setting when he has just had a major problem with a teacher or with other students, the student is likely to feel angry, afraid, or defensive. In these situations, it is difficult for adults and students to think objectively about the future. However, once an immediate situation has passed, goal setting can be used to help the student prevent future problems.

The atmosphere of the conference needs to be as supportive and upbeat as possible. Therefore, the conference also needs to be conducted when there is enough time to explore options with the student.

Step 2 Meet with the student to set goal(s).

a. Introduce goal setting to the student.

IF THE STUDENT is involved in identifying goals, it increases the likelihood that he will strive to reach the goal(s). The student needs to understand that goal setting will help him take control. It isn't something that is being "done to him," instead it is a process that can help him learn to grow and mature.

Mr. Williams: *Larry, I am glad to be meeting with you. We have a large high school here, and sometimes we feel that we are losing touch with some of our students. I asked you to meet with me today because we are very worried about you, and hope that we can help you get a good education at South Bay View.*

NOTE: Steps 2b, 2c, and 2d follow a step-by-step progression. However, the order in which they should occur may vary depending upon the situation. Read through the procedures to determine whether to begin with Step 2b, 2c, or 2d.

b. Help the student establish long-range goal(s).

NOTE: This step is optional and may be inappropriate for younger students.

THE PROCESS OF goal setting is almost as important as the outcome. Introduce goal setting as a skill that will help the student be more successful in the future. Many students have difficulty setting realistic goals. It is not uncommon to find at-risk students who aspire to be basketball stars—though they do not play on a team, or rock stars—though they can barely play a guitar. It is not common to find at-risk students who aspire to straight "As"—though they are failing several classes. By setting unrealistic goals, these students set themselves up for failure. Goal setting helps students learn to establish goals that are attainable and worthy of pride.

Long-range goal setting helps the student envision what he will be doing in the future. The "Long-Range Goals" form (see Figure I-1) provides a format for identifying an age at which the student will be independent, and determining the type of job the student might like to have and the kind of personal life he hopes to enjoy.

Figure I-1

Long-Range Goals

Name	Date	Grade

At the age of __________, I hope to have or be doing the following.

Self-Sufficiency

I would like to support myself in a job that pays

I would like a job where I work

A job I might like to have is

Personal Life

I hope that my family is

I would like to spend time with people who are

During my free time, I would like to

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

If a student's long-range goals seem to be unrealistic, it is generally best to acknowledge the goals and encourage the student to include other job possibilities. "You would like to be a famous actor. That's great. When we look at your short-range goals we'll need to think about ways to get you into some drama classes. I'd also like you to do some thinking about other things you'd like to do. Adults who have major difficulties are often people who haven't left themselves many options. Think of other things you enjoy and the types of jobs that might be possible."

If the student can't identify what he wants, he probably hasn't thought much about it. Provide the student with a variety of options. On the "Long-Range Goals" form, the student is asked to describe the kind of people he wishes to spend his time with as an adult. If the student doesn't know where to begin, generate a list of options. "Let's make a list of the characteristics of people we know. Then you can look at that list and identify words that describe the kind of people you would like to spend time with when you are older."

After long-range goals have been established (in Step 2c) the student identifies actions to take and actions to avoid. In Step 2d, the student establishes short-range goals. This three-step process helps the student connect his current actions with the future. The process may need to be repeated again and again, not unlike the natural goal-setting process that occurs incidentally in many family settings.

Mr. Williams: *Larry, I 'd like to help you set some goals. We'd like to know what you need to accomplish during the four years you attend South Bay View.*

Larry: *So . . . ?*

Mr. Williams: *So, first we need to look at what you would like to do when you are no longer in school.*

Larry: *What difference does that make?*

Mr. Williams: *It makes a lot of difference. Let's think ahead. Think about what you might like to be doing when you are 22. That's a time when you will be on your own. More than likely, you won't be living with your mother any longer.*

Larry: *She's made that clear. 18 and out . . . .*

Mr. Williams: *I know it's kind of hard to think about now, but by the time you are 18, you may be glad to be on your own. There are three things we need to do today. First, I'd like to work with you on what you'd like to do as an adult, then we can begin identifying things you can do now so you'll be able to do those things. Finally, I'd like to help you put together some short-range goals that you can actually work on in the next nine weeks.*

Larry: *If it'll make you happy.*

Mr. Williams: *Yes, it will make me happy. But more importantly, this may help you take control of your own life.*

Larry: *This is all pretty stupid. I'm going to be a rock star. If mom would just buy me a new amp, I'd be set.*

Mr. Williams: *Larry, music is a wonderful thing, and I hope that you are able to keep it up. Let's not forget that you have that goal. In the meantime, I also want you to think about how you will support yourself whileyou are waiting for the big break—what you'll do to outfit yourself, who you will want to be around, and so on. Some musicians make it very young, but others have to support themselves by other means.*

Larry: (No response.)

Mr. Williams: ***Let's get started then. Larry, long-range goal setting is a process that you will need to do over and over again. It's part of being an adult. It can be adjusted over time, but it will help you get a handle on what you want for yourself.***

Mr. Williams is able to assist Larry in identifying the following long-range goals (see Figure I-2):

Figure I-2

Long-Range Goals

Name Larry Martinez Date 9/30 Grade 9

At the age of 22, I hope to have or be doing the following.

Self-Sufficiency

I would like to support myself in a job that pays about $30,000 per year.

I would like a job where I work outside a lot or play music. I would like to work in the woods.

A job I might like to have is working with the State Fish and Wildlife Commission.

Personal Life

I hope that my family is kind, caring, and generous. I would like to be married and hope to have one kid (with another later on).

I would like to spend time with people who are friendly to others, considerate, and don't think only of themselves.

During my free time, I would like to hunt, fish, and travel.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Once the long-range goals are clarified, Mr. Williams guides Larry through a process of identifying things to avoid and things he can do to reach his long-range goals. This leads to short-term goal setting to help Larry begin making a connection between his current actions and his future goals.

NOTE: For younger students, goal setting would generally begin with the process of identifying short-term goals in Step 2d, or with identifying actions to avoid and actions to take in Step 2c.

c. **Brainstorm actions to avoid and actions the student might take to find greater success in the school setting.**

THIS STEP MAY follow long-range goal setting, or may actually be where the goal-setting conference begins. If problems have triggered the goal-setting conference, the conference should include identifying problems to avoid as well as identifying goals. Ask the student to identify the types of problems that create roadblocks to success—hitting, fighting, poor grades, talking back, arguing, putting others down, etc. If the student uses general labels such as, "I have problems because I'm bad," or "I cause trouble," help translate these value-laden statements to specific and observable behaviors. If the student denies having had problems, gently provide evidence of the behavioral problem and continue on with the goal-setting conference.

Simultaneously, brainstorm specific actions that the student can take to be more successful. Let everyone know that all ideas will be written down, and not evaluated. Identifying actions to take and actions to avoid is a major step in goal setting. The student needs to know that there are specific things he can do to be "good," "better," "more responsible," "smarter," etc. Figure I-3 shows an example of actions to avoid and actions to take by a student who has difficulty with peer interactions.

Figure I-3

Actions to Avoid	Actions to Take
Hitting	Stop, think, get help
Calling names	Treat everyone respectfully
Spitting	Respect school property

If the goal-setting conference has included long-range goal setting, participant(s) would help the student determine behaviors that create roadblocks to achieving long-range goals, and positive actions that can be taken to reach long-range goals.

Mr. Williams: *Larry, we need to identify the things that might make it hard to reach your goals. You said that you might like a job with something like the State Fish and Wildlife Commission and that you'd like to be around people who are friendly and considerate of others. Let's make a list of actions you can take to make those goals happen* (see Figure I-4).

Figure I-4

Job Goal Actions to Take	Personal Goals Actions to Take
Graduate from high school	Make friends
Go to college	Not be an idiot
"B" average	Listen
Work hard	Think about others
Pay attention	Be considerate of others
Get my work done	Help people out
Pass tests	

Job Goal Actions to Avoid	Personal Goals Actions to Avoid
Getting suspended	Picking fights
Fighting	Thinking just about me
Smart mouthing the teacher	Trying to get even
Procrastinating	
Getting mad	

d. Help the student establish short-range goal(s).

SOME GOAL-SETTING CONFERENCES will begin with this step and then go back to Step 2c to help establish what the student can do to reach the short-range goal.

Short-range goals help the student establish an achievement target. Goals should be positively stated and reachable. Too often students try to reach goals like "not hitting others." Because the goal is stated negatively, the student cannot take pride in reaching the goal. If the student has difficulty with hitting and aggression, the goal might be to play cooperatively with other students. If a student is impulsive, the goal might be to learn self-control. If a student has difficulty sitting still and listening during class discussions, the goal might be to listen respectfully and to contribute responsibly to class discussions.

Goal setting can help the student learn to work for specific goals like improving grades, or help the student work to develop positive traits such as being responsible, organized, respectful, tolerant, self-reliant, cooperative, flexible, hard working, or creative. Short-range goal setting can help a student learn to be a problem solver or risk taker. Though goal setting may be used to help at-risk students, it is a process that can be used productively by all students.

Short-range goal setting might include the following types of statements:

- A goal for me to work on is to get along with other students.
- A goal for me to work on is to treat others respectfully.
- A goal for me to work on is to be self-reliant.

- A goal for me to work on is to read a book from start to finish.
- A goal for me to work on is to be more creative in my writing.
- A goal for me to work on is to get a "B" in science.
- A goal for me to work on is to make one new friend.

After Larry and Mr. Williams have identified actions to take and actions to avoid, Mr. Williams assists Larry in short-range goal setting. While discussing Larry's long-range goal of working with the Fish and Wildlife Commission (while playing in a band on weekends), Larry decides that he needs to go to college. This logically brings the discussion to grades. Larry learns that his 1.5 G.P.A. would make it next to impossible to get into a four-year college. However, he also finds out that since he hasn't received his first high school semester grades, there is still time to turn things around.

Larry: *So, what kind of grades do I need to get into a college?*

Mr. Williams: *Things are getting tighter in our state. You might want to think about going to the community college here in town.*

Larry: *Mom says it isn't any good. I should go to the university.*

Mr. Williams: *I know some people feel that way. Many of our students go to the community college first and then on to the university. It's something I'd like you to keep an open mind about. It's also a lot less expensive. Another thing to think about is that Freshman classes at the university are huge—imagine 150 to 200 students in one class. At the community college, you can get your basics out of the way in smaller classes and then move on to the university for more specialized courses.*

Larry: *Maybe.*

Mr. Williams: *You've got four years here, so there's a lot of time. The important thing to recognize is that you can make it possible to do what you want, or you can make it impossible.*

Larry: *What kind of grades do I need for the university?*

Mr. Williams: *Well, they just raised entrance requirements to a 3.0 G.P.A.*

Larry: *That's what I want to do.*

Mr. Williams: *Good. Let's work on a short-range goal that gradually gets you to that goal.*

Larry: *Yeah right! You don't think I can do it.*

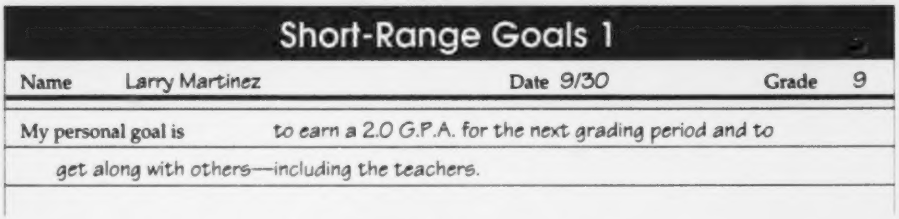
BEST COPY AVAILABLE

Mr. Williams: *Right now, you have a 1.5. It would be pretty hard to get to a 3.0 by semester. But, maybe you could try for a 2.0 by semester and then a 2. 5 by third quarter. Larry, you have been very mature through this session. It's hard, but it's important to learn how to set goals you can reach. Some of our students are always unhappy because they set themselves up for failure. I don't think you need to do that. You are too wise.*

Larry: *So, okay. I get a 2.0.*

Mr. Williams: *Yes. Work for a 2.0. If you do better, that's great. But, if you get the 2.0 you will know that you can set a goal (see Figure I-5) and reach it.*

Figure I-5



Short-Range Goals 1

Name Larry Martinez Date 9/30 Grade 9

My personal goal is to earn a 2.0 G.P.A. for the next grading period and to get along with others—including the teachers.

NOTE: A copy of this form and many alternate goal-setting and behavioral contract forms are provided in the "Reproducible Materials" at the end of this intervention booklet.

e. Help the student identify specific actions he is willing to take to reach his goal(s).

ONCE A SHORT-RANGE goal has been established, help the student select specific actions he is willing to take as he works on reaching his goal. Go over the list of actions brainstormed in Step 2c. (If this step hasn't been done yet, complete it now.) Next, assist the student in selecting actions that are most likely to bring the student success.

f. Identify ways that adults might be able to help the student reach his goal(s).

THIS STEP IS important so that the student knows he is not alone. Adults can help the student in his efforts. This portion of the goal-setting conference can also be conducted via another brainstorming exercise that involves the adult(s) and student. Once a list of adult support activities has been made, have the student work with you to pick the items that would be most helpful. Ideas include:

- Give positive feedback when the student tries to meet the goal.
- Call the parents on good days.
- Send some form of daily report card home.
- Let the student have lunch with the principal when things are going well.
- Give the student reminders about the goal.
- Correct the first problems on an assignment immediately.
- Provide a tutor.

Mr. Williams: *Larry, now that you've got a couple of great goals, you'll need to select a few things that you want to do, and then I'll see if there are some things I can help you with* (see Figure I-6).

Figure I-6

Short-Range Goals 1

Name Larry Martinez **Date** 9/30 **Grade** 9

My personal goal is to earn a 2.0 G.P.A. for the next grading period and to get along with others—including the teachers.

I can show that I am working on this goal by:

1. Turning in all homework.
2. Studying for tests.
3. Not arguing with teachers.
4. Being friendly and acknowledging others.

Student Signature

I can help you reach your goal by:

1. Getting you into the Homework Club.
2. Helping you set up a system for tracking your assignments and grades.
3. Helping you set up a system for studying for tests.
4. Setting up some sessions to practice dealing with anger provoking situations.

Teacher/Mentor Signature

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

g. Determine whether a reinforcement system and/or consequences are required.

THE NEED FOR external motivators and consequences will vary depending on the age of the student, the readiness to improve, and the sophistication of the student. This intervention may be combined with Intervention L: *Structured Reinforcement Systems* and Intervention P: *Borderlines and Consequences*.

A goal-setting conference is generally positive and designed to create an expectation of success. However, if goal setting is initiated due to a major problem, a 100% turnaround is unlikely merely as the result of goal setting alone. In many cases, the student and adult should also clarify consequences for problem behavior. As in all parts of the conference, the student should be involved in this process (even a young student). "Antonio, if you forget about your goal to treat others respectfully, and you call other children names, what should I do?" Explore different aspects of the problem behavior and identify consequences for inappropriate behavior that cannot be ignored. Avoid setting up overly harsh consequences. When severe consequences are laid out, adults are often unwilling to implement them—especially if the student has been showing signs of improvement. Consequences should be prearranged so that adults can implement them consistently. Once consequences are determined, ask "what if" questions to ensure that everyone understands when consequences will be implemented. (See Intervention P: *Borderlines and Consequences* for more information.)

Some goal-setting plans will also require structured reinforcement. However, if the plan has a high probability of success without external rewards, it is wise to avoid structured reinforcement systems. Although there is nothing wrong or unethical about reinforcement systems, they take a great deal of time and effort to establish and maintain. In addition, if the student strives to achieve goals without a reinforcement system it is easier for the student to attribute his success to his own commitment and efforts. However, if the student needs additional motivation to work towards the goal, implement Intervention L: *Structured Reinforcement Systems* along with this intervention. The positive aspects of a reinforcement system generally outweigh the negative. The sooner the student begins practicing successful behavior the better.

Mr Williams feels that Larry's goal will be inherently reinforcing. Because the goals have been established by Larry, Mr. Williams decides that an external reinforcement system may not be necessary. If Larry can improve his grades and develop some positive relationships with adults and other students, reinforcement will come from goal attainment.

Mr. Williams: *Larry, at this point I sometimes talk with students about consequences for not engaging in appropriate behavior, but I think you already know the consequences. If you fail to get your work in, what will happen?*

Larry: *I'll flunk.*

Mr. Williams: *And if you argue with the teachers, what will happen?*

Larry: *They'll kick me out.*

Mr. Williams: *Now that you are in high school, the rules change a bit. Teachers have high expectations. You will be treated like the adult you are becoming.*

h. Identify ways to determine whether the intervention is helping the student meet his goal(s).

THERE SHOULD BE at least two independent means of evaluating progress. Because behavior is difficult to change, small improvements may go unnoticed unless there is a way to determine whether the intervention is having a positive impact. Evaluation might include self-monitoring, direct observation of the student, or a subjective assessment by the teacher, student, and/or parent. Evaluation procedures are important to help determine whether the student is making progress.

Mr. Williams: *We are going to need some ways to determine whether you are meeting your goals or not. Let's see, we've set you up with a system to record your assignments and grades. If you keep on top of that we'll know exactly how you're doing.*

Larry: *What if I forget to record an assignment?*

Mr. Williams: *That would throw off our system. I think you can do this, but why don't I send around a weekly slip to your teachers. They can record your grades and we can double check to see if they match yours.*

Larry: *For how long?*

Mr. Williams: *Let's see how you do. This is new and difficult. The once per week check-ins with the teachers is something we do for a lot of students. We do it quietly so that no one is embarrassed. Is this okay with you?*

Larry: *I guess so.*

i. Set up a time to meet regularly with the student to discuss progress.

THIS STEP IS an important key to making *Goal Setting and Contracting* an effective intervention. Adults need to show an active interest in the student's progress. Goal setting is not a quick, one-shot intervention.

Progress conferences can be conducted by classroom teachers, counselors, administrators, teaching assistants, or anyone serving as a mentor. In most cases, the student should conference with an adult at least once per week. If the problem is severe, or the student is very young, brief conferences once per day may be important.

Mr. Williams: *Larry, I would like to meet with you once a week to discuss your progress. I'm wondering if we can meet every Monday at the end of first period. You'll be a little late for second period, but I can clear that with your teacher.*

j. Review responsibilities and sign the "Goal-Setting Form."

SUMMARIZE THE INFORMATION developed in the goal-setting conference. When completed, have all involved parties sign the goal-setting form used (refer back to Figure I-6).

In rare cases, a student refuses to sign. Ask the student to identify changes that could be made so he would be willing to sign. If the student still refuses to sign, it is important not to turn the situation into a power struggle. Simply let the student know that the adult(s) will carry out the plan to help him achieve his goal.

If progress is made, the student may be willing to sign the form in a subsequent goal-setting session.

k. Conclude the goal-setting conference with words of encouragement.

Mr. Williams: *I am very glad that I will have an opportunity to work with you. You have a good future ahead of you. We can work together to get you where you want to go. Thanks for coming in Larry. I'll meet with you on Friday to set up the grade monitoring system and so on.*

Step 3 Implement the plan.

a. Provide the student with ongoing support and encouragement.

WITH THE STUDENT'S permission, goals and actions should be shared with the student's parent(s) and other staff members who will have contact with the student. If a student has difficulty with peer relationships, playground supervisors should be informed of the student's plan so that they can informally recognize student efforts. "John, I noticed that you were sharing the ball with Susan today—even though you were the first to get it. I'm impressed!"

Mr. Williams: *Larry, I would like to share your goals with your mom and your teachers. I think it will help them if they know what we are working on. I've looked at the list of teachers you have, and I know they will all try to help. I know that you aren't particularly comfortable with all your teachers, but they do want you to succeed. Is that okay?*

Larry: *I guess.*

Mr. Williams: *Good.*

Mr Williams sends the letter shown in Figure I-7 to each of Larry's teachers. The letter requests assistance and identifies specific things that staff can do to provide support. A copy of Larry's goals is attached to the letter.

Figure I-7

Dear Staff:

I have just completed a goal-setting conference with Larry Martinez. He is a freshman in your ____________________ class, ______ period. Larry's goal-setting form is attached.

Larry is very nervous around adults. He has good aspirations, but a long history of failure. *Your assistance is needed.*

PLEASE:

1. Review Larry's goals.
2. Fill out our weekly rating sheet for Larry. (I will send it around every Friday.)
3. Say hello quietly to Larry each day.
4. Ignore any talk-backs by immediately turning to another student. Please note any talk-backs on the weekly rating sheet.
5. Keep in touch with me regarding progress and problems.

THANKS! Let me know if there are questions or concerns.

Sincerely,

Brad Williams

b. Evaluate the impact of the intervention, making revisions and adjustments as necessary.

WHEN MEETING WITH the student, acknowledge improvement. Depending on the goals, gradual changes over a long period of time are as likely to occur as immediate and dramatic improvements. When evaluating the impact of the intervention, make changes as needed. If goal setting involves long-range goals, have the student periodically rework the short-range goals. When goals are relatively simple and are attained quickly, conferences can be held less frequently with informal check-ins by classroom teachers. However, as any intervention is faded it is important to keep everyone focused. The student should know that his continued efforts will not be taken for granted.

BEST COPY AVAILABLE

Conclusion

Goal setting is frequently overlooked when planning interventions for at-risk students; yet, it can provide students with an opportunity to learn how to take control of their actions. Many students fail to connect how their daily actions help or impede their ability to reach a goal. Short-range goal setting can assist students in recognizing how to set an achievement target and reach it. Long-range goal setting can help students not only recognize how to set immediately attainable goals, but also how to connect their school years with their future.

At-risk students often have the same goals and aspirations as other students. However, these students often need adult assistance in determining realistic and attainable goals. Goal setting is a very powerful tool for helping students learn to establish a purpose and develop the means to reach their goals.

References

Dardig, J.C. & Heward, W.L. (1981). *Sign here: A contracting book for children and their parents* (2nd. ed.). Bridgewater, NJ: Fournies & Assoc.

Doud, J. (1986). A nonintrusive intervention for acting out behavior. *Teaching Exceptional Children, 19,* 38-41.

Graziano, A.M. & Mooney, K.C. (1984). *Children and behavior therapy.* Hawthorne, New York: Aldine de Gruyter.

Kanfer, F. & Goldstein, A.P. (Eds.). (1986). *Helping people change: A textbook of methods.* New York: Pergamon Press.

McKinnon, A.J. & Kiraly, J. (1984). *Pupil behavior, self-control and social skills in the classroom.* Springfield, IL: Thomas.

Rosen, J.M. (1982). Self-help approaches to self-management. In K.R. Blankstein & J. Polivy (Eds.), *Self-control and self-modification of emotional behavior.* New York: Plenum.

Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem-by-problem survival guide.* West Nyack, NY: The Center for Applied Research in Education.

Walker, H.M. & Fabre, T.R. (1987). Assessment of behavior disorders in the school setting. Issues, problems, and strategies revisited. In N.G. Haring (Ed.), *Measuring and managing behavior disorders* (pp. 198-243). Seattle, WA: University of Washington Press.

Wielkiewicz, R.M. (1986). *Behavior management in the schools.* New York: Pergamon Press.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Goal Setting and Contracting.* These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Develop a plan for using *Goal Setting and Contracting.*

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Select a goal-setting format.	
c.	Determine who will meet with the student.	
d.	Set up a goal-setting conference.	

Step 2 Meet with the student to set goal(s).

		Notes
a.	Introduce goal setting to the student.	
b.	Help the student establish long-range goal(s). *NOTE: This step is optional and may be inappropriate for younger students.*	
c.	Brainstorm actions to avoid and actions the student might take to find greater success in the school setting.	
d.	Help the student establish short-range goal(s).	
e.	Help the student identify specific actions he is willing to take to reach his goal(s).	
f.	Identify ways that adults might be able to help the student reach his goal(s).	
g.	Determine whether a reinforcement system and/or consequences are required.	

The Summary Record (cont'd)

		Notes
h.	Identify ways to determine whether the intervention is helping the student meet his goal(s).	
i.	Set up a time to meet regularly with the student to discuss progress.	
j.	Review responsibilities and sign the "Goal-Setting Form."	
k.	Conclude the goal-setting conference with words of encouragement.	

Step 3 Implement the plan.

		Notes
a.	Provide the student with ongoing support and encouragement.	
b.	Evaluate the impact of the intervention, making revisions and adjustments as necessary.	

Long-Range Goals

Name Date Grade

At the age of ________, I hope to have or be doing the following.

Self-Sufficiency

I would like to support myself in a job that pays

I would like a job where I work

A job I might like to have is

Personal Life

I hope that my family is

I would like to spend time with people who are

During my free time, I would like to

Short-Range Goals 1

Name **Date** **Grade**

My personal goal is

I can show that I am working on this goal by:

Student Signature

I can help you reach your goal by:

Teacher/Mentor Signature

I can help you reach your goal by:

Parent Signature

Short-Range Goals 2

Student Date

Teacher/Class Grade

Goal

Student responsibilities for achieving the goal

Teacher support responsibilities

Evaluation procedure

Date of goal evaluation

Student's signature

Teacher's signature

Source: Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem-by-problem survival guide*. West Nyack, NY: The Center for Applied Research in Education.

Goal-Setting Form 1

Student Date

Teacher/Class Grade

I plan to work on the following goals:

Long-Range Goal(s)	Short-Range Goal(s)

Student Responsibilities

Things I will do to reach my goal(s):

Teacher responsibilities

Things my teacher will do to help me reach my goal(s):

Evaluation

How we will know if I have reached my goal(s):

Follow-up meeting:

We will meet again on (date) to discuss my progress.

Student signature Teacher signature

Goal-Setting Form 2

Student	Date
Teacher/Class	Grade

Description of the problem

Goal

Student responsibilities for achieving the goal

Teacher support responsibilities

Evaluation Procedure

Date of goal evaluation

Student's signature

Teacher's signature

Source: Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem-by-problem survival guide*. West Nyack, NY: The Center for Applied Research in Education.

Goal-Setting Form 3

Student Date Grade

Long-range goal(s)

Short-range goal(s)

Things I will do in the next week to begin reaching my goal(s)

Evaluation

Source: Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem-by-problem survival guide*. West Nyack, NY: The Center for Applied Research in Education.

Behavioral Contract 1

Student Date Grade

Statement of Student Responsibilities

Statement of Teacher Responsibilities

Statement of Student Advocate Responsibilities

Agreement

Signatures

1st Period	6th Period
2nd Period	7th Period
3rd Period	
4th Period	Advocate
5th Period	Student

Source: Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem-by-problem survival guide*. West Nyack, NY: The Center for Applied Research in Education.

Behavioral Contract 2

Student Date Grade

Classroom Teacher(s) Previous Teacher(s)

Parent(s) or Guardian Address

Telephone #

I. Student Target Behaviors and Expectations

1.
2.
3.
4.

II. What Alternative Behaviors Can You Use?

1.
2.
3.
4.

III. Plan Implementation

Who is responsible?	What needs to be done?	When will it happen?	How will it be evaluated?

IV. Student Choices

Responsible Choices	Consequences	Irresponsible Choices	Consequences

V. Evaluation Criteria

1.
2.
3.
4.

Behavioral Contract 2 (cont'd)

VI. Interagency Support

Who was contacted?	Suggestions	Follow-Up or Support

VII. Student Agrees to

1.
2.
3.
4.
5.

VIII. Family Agrees to

1.
2.
3.
4.
5.

IX. Interventionist Agrees to

1.
2.
3.
4.
5.

Student Signature Date

Parent/
Guardian Signature Date

Interventionist Signature Date

Other Signature Date

Contract review date **Contract review date**

INTERVENTION J

Teaching Desired Behaviors

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Teaching Desired Behaviors

The student does not know how to meet expectations.

To assist **STUDENTS** with problems associated with:

- All Minor and Major Misbehavior
- Poor Peer Relations
    - Being the scapegoat
    - Teasing
    - Poor interactions
- Problems Interacting With Adults
    - Disrespect
    - Problems being corrected or accepting feedback
    - Not following directions
- Bad Habits
    - Nose picking
    - Swearing
    - Masturbation
    - Noise making
- Chronic Off Task Behavior
    - Daydreaming
    - Being distractible
    - Having a short attention span
- Aggressive Behavior
    - Chasing others
    - Threatening others
    - Hitting
    - Poking
- Anger Management
    - Shouting
    - Inability to handle disagreements

Introduction

Teaching Desired Behaviors is an intervention that incorporates features of training frequently referred to as "behavioral rehearsal" or "positive practice," "replacement training," and "strategy training." It is an intensive, powerful intervention that gives students the opportunity to succeed in ways they may never have thought possible. With *Teaching Desired Behaviors*, students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through instruction, practice, and encouragement. Daily lessons are designed to teach students a *new* behavior, a *replacement* behavior, or a *strategy*. Lessons provide students with guided practice in simulated and real life situations. "Being responsible," "listening," "working harder," "being polite," "showing consideration," "feeling less angry," etc. are all attainable goals.

Teaching Desired Behaviors is appropriate when students need to replace problem behavior with more desirable but incompatible behavior. For example, the student who uses profanity may be taught to use alternative words to express displeasure or amazement. A young student who publicly rubs his genitals may be taught to do something else with his hands. Because the new behavior tends to be incompatible with problem behavior, the replacement behavior gives students positive choices when they respond to various situations.

Teaching Desired Behaviors is also a powerful intervention when students need to learn a process or strategy to resolve problems. In strategy training, students learn a series of steps that can help them reach a goal. For example, if a student needs to manage homework successfully, this intervention might include lessons on: (1) writing down assignments, (2) getting all needed materials home, (3) scheduling work times, (4) getting started on assignments and completing them, and (5) getting work back to school.

If students are highly impulsive, it might be appropriate to teach them the strategy of "Stop, Think, Plan," or STP. Training involves teaching students to follow these steps:

STOP: When you feel mad, tell yourself to *STOP*.

THINK: When you've stopped, *THINK* about your choices.
What else could you do that won't get you in trouble?

PLAN: *PLAN* what you are going to do next.

Once important behavior or strategies have been identified, *Teaching Desired Behaviors* provides guidelines for structured lessons that give students needed instruction and practice. This intervention may be used with a whole class, a small group, or in one-to-one tutorials.

Rationale

Students with behavior problems are often incapable of successfully exhibiting desirable behavior. "Brian" is a third grade student who gets angry and frustrated whenever his work is corrected. Though a good student, Brian has trouble staying calm when he makes errors. Although he is basically mad at himself for making errors, he tends to "take it out" on the teacher. His teacher, Ms. Sugimura characterizes Brian's problem by saying, "Sometimes, he shouts at me, and sometimes he almost hisses at me. I know he isn't really mad at me, but his tone of voice is accusatory. Sometimes he blames the other kids. Sometimes he says the assignment was stupid. The thing is, he really does quite well. I tried telling him he doesn't have to be perfect, but Brian can't seem to help himself. These are angry responses to normal third grade corrections—misspelled words, an error in computation . . . editing kinds of things.

I worry about Brian. He could learn so much more if he didn't get so wound up. He needs to learn to be calmer and easier about the learning process. So far, Brian hasn't been considered a major behavior problem. I guess that's because he is basically a charming kid, and we all know him. I wonder what will happen when he gets older and people no longer excuse him when he blows his top?"

Brian needs to learn how to respond more maturely when he makes mistakes and requires correction. Since discussing the problem has not solved it, *Teaching Desired Behaviors* would be an appropriate intervention to help Brian learn to respond calmly and maturely to corrective feedback.

Frequently, adults take appropriate behavior for granted because the majority of students have learned these skills at home, incidentally, or at an earlier age. Brian does not know how to respond to feedback without becoming angry. He needs to be taught how to accept feedback with grace and dignity. Similarly, a student who has poor listening skills needs to be taught how to make eye contact with the speaker, to sit reasonably still, and to answer questions related to the topic. A student who shouts during a disagreement needs to learn to actively listen and to talk calmly. A student who fights when problems occur needs to learn to think about choices and to act responsibly. These students need to be taught skills through direct and purposeful lessons. *Teaching Desired Behaviors* provides students with daily lessons in the behavior or strategies that well help them learn the repertoires necessary for more successful daily living.

The Summary

Before Implementing *Teaching Desired Behaviors*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual,* Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop a plan for using *Teaching Desired Behaviors.*

a. Review the problem and overall goal(s) for the student.
b. Determine the behavior or strategies that the student can learn to replace inappropriate behavior.
c. Design lessons to teach the desired behavior.
    i. Provide demonstrations and modeling.
    ii. Provide opportunities for verbal practice.
    iii. Provide positive practice and feedback.
    iv. Gradually increase the difficulty of the lessons.
d. Identify how much time will be needed for the lessons, and where the lessons will be conducted.
e. Determine who will provide the lessons and when.
f. Identify ways to determine whether the intervention is helping the student reach her goal(s).
g. Determine whether a reinforcement system and consequences need to be integrated into the plan.
h. Identify criteria and procedures for fading the intervention.
i. Determine who will meet with the student to discuss and finalize the plan.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).
b. Review everyone's roles and responsibilities.
c. Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

a. Get started.
    i. At the beginning of each lesson, review the goal(s) of the plan with the student.

    - ii. Provide demonstrations and modeling.
    - iii. Provide opportunities for verbal practice.
    - iv. Provide positive practice and feedback.
    - v. Gradually increase the difficulty of the lessons.
    - vi. Make a conscious effort to recognize student success outside of the practice sessions.
- b. Evaluate, revise, and fade the plan.
- c. Provide continued support for maintenance.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan for using *Teaching Desired Behaviors.*

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Molly is a fifth grade student referred to the Child Study Team by her classroom teacher. Though Molly has only been enrolled at Hamilton Elementary for one year, school records and parent reports indicate that Molly has a long history of problems since kindergarten. Initially, Molly's difficulties seemed to center on problems with other students involving hitting, hair pulling, and angry outbursts when she didn't get her way. Though Molly continues to have major problems, it is clear that progress has been made. In her fifth grade year, Molly has not had playground problems, and her mother reports that she has even begun playing with other children in the neighborhood.

Despite improvements, Molly's teacher, Mrs. Baker, continues to have concerns. Though Molly no longer has full-blown temper tantrums, she has difficulty getting her in-class work completed, often fails to turn in homework, and talks back to her teacher whenever she feels angry or frustrated. Mrs. Baker is worried that Molly will have a difficult time when she goes on to middle school next year.

Molly's mother reports that Molly also has difficulty at home. Molly's mother had promised during fall conferences to monitor Molly's homework, but now she indicates that her efforts to get Molly to do her homework result in shouting matches.

The Child Study Team has helped Mrs. Baker and Molly's mother narrow their concerns to two major, but related problems—failure to complete work and talking back when frustrated.

On the suggestions of the Child Study Team, Mrs. Baker has checked and confirmed that class work is of reasonable length, and that Molly is capable of doing the work independently. An informal reading check, as well as test scores, indicate that Molly functions well within the average range. Homework expectations have

BEST COPY AVAILABLE

been determined jointly by all the fifth grade teachers and are felt to be reasonable for fifth grade students at Hamilton Elementary. Mrs. Baker finds that when she works with Molly one-to-one, Molly is able to complete her work, but that she has to have someone get her started, and needs continual reminders to keep working.

To help Molly learn to complete her work in a timely fashion at school, Mrs. Baker has tried gentle reminders, keeping her in at recess, keeping her after school, and sending incomplete work home. These consequences have resulted in Molly's responding very angrily and sometimes disruptively. "Why don't you just leave me alone. I don't care what you say. You can't make me do anything!"

The goals of this intervention are to help Molly learn to stay focused on her work without continual adult supervision, and to learn to respond more constructively to adult corrections. The team has determined that Molly can be taught through the intervention *Teaching Desired Behaviors.* Though this intervention is time consuming, the Child Study Team agrees that it is essential to work with Molly before she has major problems with insubordination, and before she becomes totally discouraged with school. Mrs. Baker agrees to work with the school interventionist, Ms. Schrader, to design lessons for Molly.

b. Determine the behavior or strategies that the student can learn to replace inappropriate behavior.

FIGURE J-1 PROVIDES examples of common problem behavior and acceptable behavior that might be taught to help students replace problem behavior. To identify a possible replacement behavior, brainstorm a list of reasonable alternatives, and then determine which might be most appropriate for the specific situation.

Figure J-1

Problem	Goal	Teach →	Desired Behaviors
Anger when work is corrected	Calmly accepting feedback	Teach →	Nodding acceptance; Saying, "Okay, I'll fix it."
Swearing	Appropriate exclamations	Teach →	Silence; "Shoot" or "Wow!"
Aggression	Calming down without aggressive acts	Teach →	Deep breathing; Self-imposed time-out
Oversensitivity	Responding maturely to teasing	Teach →	Ignoring; Use of "I" statements
Not completing work	Staying focused and on task	Teach →	Ignoring distractions; Returning to work quickly

Figure J-2 reflects the work of Molly's Child Study Team in determining the desired behaviors that need to be taught.

Figure J-2

Problem	Goal	Teach ·	Desired Behaviors
Inability to complete class work and homework: • Not getting started • Not staying on task	Completing work in a timely manner	Teach →	Getting started on work; Staying on task despite distractions; Getting back to work if distracted; and Staying with a task until finished.
Inappropriate responses to adult corrections and feedback	Responding constructively to adult feedback and correction	Teach →	Nodding acceptance; Saying, "Okay, I'll fix it." or "Oh, okay."

c. **Design lessons to teach the desired behavior.**

WHEN DESIGNING LESSONS, include sufficient opportunities for:

- Demonstrations and modeling;
- Verbal practice (i.e., verbal rehearsal);
- Positive practice and feedback; and
- Lessons of gradually increasing difficulty.

i. **Provide demonstrations and modeling.**

When the desired behavior is introduced, the student should have an opportunity to *see* what the behavior looks like. Students are frequently told to "stay on task," "work harder," or "behave yourselves." *Teaching Desired Behaviors* assumes that the student may not know how to "stay on task," "work harder," or "behave herself." The student needs to see the desired behavior or behaviors demonstrated.

Adults may effectively model desired behavior for the target student. However, it can be especially powerful to use a peer to demonstrate the desired behavior. When using peer modeling, the peer needs to be someone the target student would like to emulate, and someone who is willing to be a peer model. Once a peer model is identified and has agreed to participate, set up a time for the student to unobtrusively observe the peer. The target student should be prompted to watch for specific behavior. After the observation, debrief with the student. Have her identify what behavior was appropriate, or inappropriate, and why. Discuss how the peer responded to any challenging situations or events. Then have the target student identify ways that she might also respond appropriately in the same situation.

BEST COPY AVAILABLE

Molly's teacher and interventionist decide that she could benefit from both an adult model and a student model. It is decided that lessons will involve an adult showing Molly appropriate work habits—how to get started immediately, how to handle distractions, how to get back to work after a disruption, and how to respond to an adult correction. Later Molly will be asked to observe a student she admires. Molly will be asked to observe what the student does when he/she gets to work, what he/she does while working, and how he/she responds to teacher comments.

ii. **Provide opportunities for verbal practice.**

In addition to providing demonstrations and practice opportunities, lessons should also include time for the student to verbally rehearse what she will do when faced with challenging situations. Talking through various scenarios gives a student the opportunity to "think aloud" about her behavior. By verbalizing the behavior or strategy, the student demonstrates an understanding of what she should be doing. Verbal practice allows the student to practice a behavior before trying it—minimizing the risk of failure. This step is especially important if the new behavior will be difficult for the student.

NOTE: If the student has limited language skills or a short attention span, you may need to consider providing demonstrations and then moving directly to positive practice. As with all interventions, procedures should be tailored to the needs and sophistication of each student.

The adult working with Molly will demonstrate appropriate behavior and also ask Molly questions so that she can verbally rehearse what she will do. The adult will ask her questions similar to the following:

- When your teacher says that it is time to begin your math, what will you do?
- If another student gets up to sharpen his pencil while you are working on your math, what will you do?
- Let's pretend that Mrs. Baker has reminded you to get back to work. What will you do or say?
- Let's pretend that your mom says, 'Molly, it's time to do your homework.' How will you respond?

iii. **Provide positive practice and feedback.**

In addition to providing positive models and opportunities for the student to discuss how she will behave, lessons must provide time for the student to actually rehearse the desired behavior. This in turn will provide many opportunities to give the student specific feedback on her performance. To provide sufficient structured practice, you will need to simulate situations similar to the real settings and events that the student has had difficulty managing successfully.

Because Molly has difficulty completing work and talk-backs tend to occur when she is asked to work, simulations will be relatively easy to structure. It is decided that Molly will bring homework to her lessons and actually practice working on real assignments.

iv. **Gradually increase the difficulty of the lessons.**

As the student gains competence, gradually increase the difficulty of the lessons until the student adopts the behavior in everyday situations. In the early stages, lessons should be conducted in an environment relatively free of distractions. As the student becomes more successful, lessons can be conducted in more complex contexts that assume more of the characteristics of the "real life" setting. Eventually the goal is to teach the student to employ new behavior in the actual school setting, for progressively longer periods of time. At this point the teacher may be able to work directly with the student in the classroom.

When Molly is able to demonstrate appropriate behavior in her practice sessions, Mrs. Baker will begin to actively intervene in classroom work, and Molly's mother will be taught how to help Molly with homework.

d. **Identify how much time will be needed for the lessons, and where the lessons will be conducted.**

BECAUSE THE DESIRED behavior may not currently be in the student's repertoire, it is critical to provide frequent opportunities for the student to practice the new behavior. Short daily lessons are more successful than long lessons once each week. Five minutes of practice each day will usually get better results than forty-five minutes once each week. As actual lessons are developed, the frequency and amount of time required can be determined. As a general rule of thumb, the greater the change, the more frequently lessons need to be scheduled.

Another primary consideration is to schedule lessons so that the student is not embarrassed in front of her peers. The student must feel comfortable enough in sessions so that any fear of failure is diminished. Lessons should provide the student with "safe" practice. Sometimes the classroom teacher can skillfully and unobtrusively find time to provide five minute behavioral lessons while other children work independently or in small groups.

Behavioral lessons can also be taught to a small group of students or a whole class. For example, if the target student needs to learn how to work independently, you may decide to teach strategies such as getting help from other students, circling a problem and going on until the teacher is free, estimating correct spelling, ignoring distractions, etc. If several students could benefit from these strategies, it may be appropriate to provide training to a small group of students. This way the target student can practice the desired behavior right along with peers who will also benefit.

As Mrs. Baker and the interventionist continue planning, Mrs. Baker indicates that some of the less mature students in her class also have some of the same problems as Molly—not getting started right away on assignments, and becoming easily distracted. Mrs. Baker decides that it would be appropriate to give the whole class lessons on how to get paper, pencil, and other needed materials out for "quick starts" on work. Mrs. Baker decides to provide whole class lessons, two to three times each week in various subject areas. She feels that she can make it a game, perhaps using a stopwatch to encourage greater efficiency in work habits. She also agrees to help her entire class focus on getting back to work quickly when there is a distraction. She decides to have students role play what to do when there has been an interruption.

In addition to the whole class activities, it is agreed that Molly needs more intensive work. Though they would like to schedule fifteen minute sessions, five days a week, it is decided that three individual lessons per week, plus the whole class lessons, are realistic, and hopefully, sufficient.

e. Determine who will provide the lessons and when.

DECIDING WHO WILL "coach" the student by conducting the initial observation and practice sessions is dependent on many variables. One is the amount of time needed to provide sufficient practice opportunities. If the lessons are fairly involved and need to be practiced on a daily basis, the classroom teacher may not be able to provide the lessons. A member of the Child Study Team, the interventionist, counselor, principal, school psychologist, or school nurse might then conduct the initial sessions. Sometimes lessons may be taught by a paraprofessional, mentor, or parent under the guidance and coaching of the interventionist. One arrangement would be to have a paraprofessional conduct daily lessons, with the interventionist participating once each week. In all cases, as the student becomes competent, lessons will gradually be transferred to the "real environment" of the classroom. At this point the classroom teacher will provide active and ongoing coaching.

The person selected as the coach must be very patient. When attempting to change behavior, errors will occur. If the target student senses her coach is frustrated, impatient, or irritated, she may become discouraged and refuse to continue practicing. It is also important to consider the "chemistry" between the student and a potential coach. Initial practice lessons should be conducted with someone the student feels she can have fun with as well as trust.

If more than one adult will be asked to serve as a behavioral coach, you may wish to delay further lesson planning until you can include everyone who will actually provide lessons.

Molly's interventionist offers to meet with Molly for fifteen minute sessions, three times each week. As Molly gains competence, her interventionist also agrees to teach Molly's mother how to help effectively with homework. Though homework completion is a concern, Mrs. Baker agrees to reduce Molly's homework to three assignments per week. These assignments will be completed during the practice sessions.

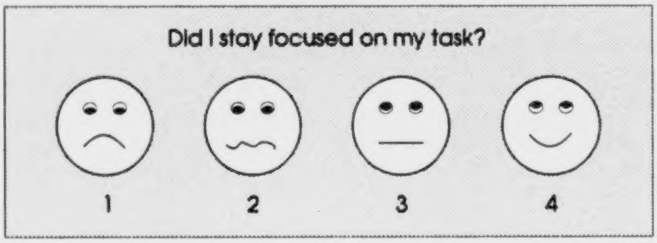
Finding three 15 minute periods to work with Molly is not an easy task. The interventionist is generally not available either before or after school. Though recess seems to be a logical time, Mrs. Baker and the interventionist agree that it would be disruptive to separate Molly from her new friends during recesses. It is finally decided that Molly will meet for lessons immediately following lunch recess on Mondays, Wednesdays, and Fridays.

f. Identify ways to determine whether the intervention is helping the student reach her goal(s).

THERE SHOULD BE at least two independent means of evaluating progress. Because behavior is difficult to change, small improvements may go unnoticed unless there is a way to determine whether the intervention is having a positive impact. Evaluation might include having the student keep a self-monitoring chart, direct observation of the student to see whether she is practicing the desired behavior, and/or a subjective assessment from the teacher, parent, and/or student. Evaluation procedures are important, as the results will help determine whether the procedures should be revised or faded.

Self-monitoring is a process that helps the student become aware of her own behavior and the progress she is making. In some cases, this will involve the coach informally prompting the student to think about her progress ("Tell me how you did today."). In other cases, the student might actually count or record behaviors ("Let's graph how many problems you did today."). In other instances, the student might be provided with a self-evaluation system. For example, if the target student is working on staying focused and on task, she might be taught to evaluate her performance on a scale like the ones shown in Figure J-3.

Figure J-3


Did I stay focused on my task?
1
2
3
4

Did I stay focused on my task?

very off task	off task	mostly on task	on task; very focused
1	2	3	4

Each value on a self-monitoring scale must be carefully described by the behavioral coach. A student working on improving on-task behavior during sustained silent reading could be provided with the following descriptors for the scale ranks:

4 = On task; very focused
- Book ready
- Began reading immediately
- Got involved in the book
- Ignored distractions

3 = Mostly on task
- A slow start
- Distracted once or twice
- Read and thought about reading most of the time

2 = Off task
- Late start
- Distracted several times
- Went through the motions of reading, but didn't really pay attention

1 = Very off task
- Failed to read most of the time

If a self-monitoring chart is used, the coach and student should role play various situations, rating the student's behavior together until the student can accurately evaluate her own behavior.

As you determine how a student might be taught to evaluate her own behavior, consider the age and sophistication of the child, the type of behavior being taught, and whether the student requires a system to assist with motivation and ownership of the new behavior.

Evaluation of the intervention should also include other steps besides student self-evaluation. A subjective evaluation procedure may simply involve the interventionist asking the student, teacher, and parent how things are going.

It is also important to include at least one objective measure to evaluate the effects of an intervention. It might involve counting how many times during the day a particular behavior occurs, determining the quantity of finished work, or timing how long the student engages in a particular behavior. Older students may be able to collect this kind of information about themselves. If information is recorded on a chart, it is easy to see whether the student's behavior is improving, staying the same, or deteriorating. When dealing with a chronic problem that requires a long-term resolution, it is often hard to see progress unless an objective measure has been established. An overview of evaluation options is provided in Figure J-4. (For detailed information on developing an evaluation plan, see the *Procedural Manual*, Chapter 5.

Figure J-4

Problem	Goal	Desired Behaviors	Evaluation
Anger when work is corrected	Calmly accepting feedback	Nodding acceptance; Saying, "Okay, I'll fix it."	Two week check-ins with student, parent, and teacher; Teacher chart
Swearing	Appropriate exclamations	Silence; "Shoot" or "Wow!"	Two week check-ins with student and teacher; Self-count on chart
Aggression	Calming down without aggressive acts	Deep breathing; Self-imposed time-out	Two week check-ins with student and teacher; Count on chart of aggressive acts
Oversensitivity	Responding maturely to teasing	Ignoring; Use of "I" statements	Two week check-ins with student, parent, and teacher; Student chart
Not completing work	Staying focused and on task	Ignoring distractions; Returning to work quickly	Count of work completed (e.g., # of math problems, pages completed); Student chart

Molly's teacher and interventionist decide that Molly would probably respond well to a self-monitoring system for staying on task. It is decided that Molly will be taught to use the chart shown in Figure J-5 in her simulated work sessions. Once she is successful with the system in her practice sessions, Molly will be taught to use it for her classroom work.

Figure J-5

Did I stay focused on my task?

very off task	off task	mostly on task	on task; very focused
1	2	3	4

BEST COPY AVAILABLE

Mrs. Baker will track work completion as part of her normal grading procedures, and also keep an informal record of talk-backs. She decides to keep this very simple, using an index card to tally the number of talk-backs each day.

g. Determine whether a reinforcement system and consequences need to be integrated into the plan.

THE NEED FOR external motivators and consequences will vary depending on the age and sophistication of the student as well as their readiness to improve. *Teaching Desired Behaviors* may be combined with Intervention L: *Structured Reinforcement Systems* and Intervention P: *Borderlines and Consequences.*

In discussing Molly's readiness to make improvements, Mrs. Baker states that more than anything else Molly wants to be more like the other students. Mrs. Baker knows that Molly is embarrassed by her own behavior, but seems to be unable to control her impulsive responses. Therefore, Mrs. Baker and the interventionist feel that Molly will be motivated to improve.

Mrs. Baker and the interventionist decide not to implement a reinforcement system along with their plan, but agree that it might be wise to look at a system for Molly's mother to use when they begin working on Molly's ability to do homework at home. Mrs. Baker feels that talk-backs can be ignored, and agrees to turn her attention immediately away from Molly any time she talks disrespectfully. Mrs. Baker's only reaction will be to make note of the incident on her index card.

h. Identify criteria and procedures for fading the intervention.

FADING THIS INTERVENTION should consist of a gradual reduction in the amount of monitoring being conducted, as well as the use of any accompanying reinforcement procedures. The rate at which this fading takes place should be determined by the frequency with which the student is being successful. The more the student displays the new behavior, the sooner and more rapidly the lessons can be faded. As the intervention is gradually removed, and behavior shows generalization to real life settings, continue to provide encouragement to the student about her increasing ability to manage her own behavior. The student will need continued support in recognizing the sense of power she has gained as she manages situations on her own.

If the student begins to fall back into old patterns as the program is being faded, increase support by resuming more frequent lessons and continue to reinforce the student when she responds appropriately. Avoid making the student feel guilty about sliding backward or the intervention will begin to take on negative or punitive connotations. As long as the student needs support, provide it. When the student again becomes more successful, gradually fade procedures and continue support with encouragement and positive feedback.

i. Determine who will meet with the student to discuss and finalize the plan.

CONSIDER INCLUDING THE person who will work as the behavioral coach, and anyone else who will be working with the student as she attempts to make the changes in her behavior. It is important to convene a group that will not overwhelm the student.

If the student is likely to feel uncomfortable meeting with several adults, it may be best to select one person to meet with her.

Schedule the discussion at a time when the student and adult can be relatively relaxed. Prior to the discussion, the student's teacher should let the student know in private that this meeting is coming up, and the goal of the meeting. By prearranging the meeting with the student, the teacher can communicate that the discussion is important. It is not a punishment for past behavior, but an opportunity to set up a plan for the future.

Teacher: *Molly, I am very glad to have you in class with me this year. With some of my students, I periodically set up special goals. My goals for you this year are to help you learn to be more focused when you are doing your independent work, and for you to be able to get along well with adults who want to help you with your work. I would really like to help you with this. Would that be okay?*

Molly: *I guess so.*

Teacher: *Good. I would really like to help you with these goals because I think you will be happier with yourself. We want to help you get ready for middle school. I've asked our interventionist, Ms. Schrader, to meet with us because she will be working with us on these goals. Is this okay with you?*

Molly: *I guess.*

Teacher: *Good. We will all meet tomorrow morning after spelling. I am excited that we can all work together to help you with these goals.*

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).

IN THE INITIAL meeting with the student, it is important to establish a sense of trust. The student should understand that this intervention is being initiated to assist her in efforts to be more successful. The student must understand the goal of the lessons, the outcome, and the benefits.

Teacher: *I am glad that we could all meet. Molly, yesterday I told you that we would like to work with you on two goals that will help prepare you for middle school. Do you remember what those goals were?*

Molly: *Sort of.*

Teacher: *What were they?*

Molly: *Getting along better and getting my work done.*

BEST COPY AVAILABLE

Teacher: *Yes, Molly. I am glad that you remember. You have really grown up a lot since you've been at Hamilton. How do you think those goals might help you?*

Molly: *I don't know.*

Teacher: *Well, let's see if we can make a list. What do you think will happen if you learn to be respectful with adults, and learn to get your work done?*

Molly: *I won't get in trouble.*

Teacher: *Yes, and you might feel happier at the end of the day if you have a pleasant day. What else?*

Molly: *I probably would get better grades.*

Teacher: *Yes. How would you like that?*

Molly: *Good.*

Interventionist: *If you could learn to talk more respectfully, and get your work done, how do you think the other kids would feel about you?*

Molly: *Better, I guess.*

Teacher: *Yes, I think so Molly. You are making new friends this year and that is wonderful. When you yell at me, it embarrasses the other kids. If you can learn to work with me and other adults more maturely, I think the other kids would respect you more. Are these things you would be willing to work on?*

Molly: *I guess.*

Interventionist: *That's great, Molly. I'd like to meet with you three times each week. We will work on things you can do to get your work done, and we'll also work on better ways to deal with adults.*

Once the purpose of the lessons has been established in the first meeting, briefly review the goal at the beginning of each lesson.

b. Review everyone's roles and responsibilities.

Interventionist: *Molly, I am really glad that we will be able to meet together. I will pick you up every Monday, Wednesday, and Friday right after lunch. Your responsibility will be to come with me as soon as you see me.*

Teacher: *When you have worked with Ms. Schrader for a week or so, I will begin helping you in class.*

c. Conclude the meeting with words of encouragement.

Teacher: *Molly, I am so happy that you will be working on this plan. I know that you and I can learn to work respectfully with each other, and I also know that you can learn to be responsible for your work. I'm looking forward to a great year. It is fun to see my students making process.*

Step 3 Implement the plan.

a. Get started

i. At the beginning of each lesson, review the goal(s) of the plan with the student.

Interventionist: *Molly, I'm glad to see you. Thanks for coming as soon as you saw me. I'm really looking forward to our meetings. Do you remember what our two goals are?*

Molly: *I need to get along with Mrs. Baker and I need to get my work done.*

ii. Provide demonstrations and modeling.

Interventionist: *We are going to work on getting your assignments done. You can do that by getting started quickly and staying focused. Let's pretend it is math period, and Mrs. Baker has assigned you the problems on page 15 of your math book. Watch what I do. I quickly get out my paper and book. Then I turn to page 15 without stopping. Next, I pick up my pencil and begin working. I write the first problem down, and figure out the answer. Then I look at the next problem and write it down.* (The interventionist works two problems, exaggerating the movement of her hand as she copies and works the problems without stopping.) *If someone coughs or comes into the room, I keep my eyes on my paper and my mind on my math.*

iii. Provide opportunities for verbal practice.

Interventionist: *Now, it's your turn. Mrs. Baker has just asked you to get started on page 15 in your math book. What will you do?*

Molly: *I need to get out my book, a pencil, and piece of paper. Then I need to start copying and working the problems.*

BEST COPY AVAILABLE

Interventionist: *That's exactly right. What should you do if the person next to you has to sharpen his pencil?*

Molly: *I should keep working.*

Interventionist: *Yes, keep your mind on your math, and your eyes on your paper.*

iv. Provide positive practice and feedback.

Interventionist: *Let's give that a try. I'll pretend I'm Mrs. Baker. Let's see if you can work three problems without looking up.*

(Molly does three problems.)

Molly, that was great. You got three problems done. No sweat! Congratulations, you have already completed one-fifth of today's homework.

v. Gradually increase the difficulty of the lessons.

The difficulty of the lessons can be increased by asking the student to deal with more complex situations, by increasing the length or duration of the behavioral expectation, and by removing adult assistance.

Interventionist: *Molly, in our session on Monday, you showed me that you could get to work immediately and complete three math problems without stopping. In fact, you were able to get your homework done in ten minutes. Today, I am going to make it a little harder. Do you think you can handle it?*

Molly: *No sweat!*

Interventionist: *Okay. Today, I am going to ask you to do four problems without looking up and I am going to try to distract you. I might whistle. What will you do?*

Molly: *I know. Keep my mind on my math and my eyes on my paper.*

Interventionist: *Yes. But I might start singing a song, or I might drop my book. Do you think I can get you?*

Molly: *No!*

As Molly demonstrates success, lessons are increased to include corrections from the interventionist that simulate the kinds of comments Molly might hear from her teacher or mother. In the second lesson, Molly is also taught how to self-monitor her work habits. By the second week, she will begin monitoring her ability to stay on task during math class.

vi. Make a conscious effort to recognize student success outside of the practice sessions.

As the student begins to practice new behavior in her real classroom environment, it will be important for the teacher to monitor key times the student might engage in the new behavior(s). As the student gains competence, all adults should try to catch her exhibiting the goal behavior outside of structured lesson times. Providing the student with positive feedback on efforts to generalize the skill will be the means through which the student learns to incorporate the new skill into her daily life.

> Teacher: (In a private conversation with Molly . . .) *Molly, Ms. Schrader tells me you are making great progress. I am very proud of you. In fact, even though we haven't said anything about using what you are learning in class, I've noticed that you get your materials out without any reminders. You were very responsible for getting a quick start in math. In fact, we are going to begin working on this as a class. You were much more efficient than half the class!*

b. Evaluate, revise, and fade the plan.

ONCE THE PLAN is in operation, it will be important to periodically review the evaluation information being collected. If improvement is not seen, the intervention plan may need to be altered. If things are going well, the lessons may increase in difficulty. Finally, as the student shows consistent use of the new behavior or strategies without prompting and assistance, the plan should be faded.

> Molly's teacher and the interventionist meet for their first formal meeting three weeks after the plan has been started. At this point, Molly's teacher indicates that Molly has made tremendous strides in her ability to get started and to remain on task. Records indicate that Molly has completed all in-class math assignments, and her three homework assignments. While progress is noted in this area, the teacher does not see a change in the frequency of talk-backs or work completion in other subject matters.
>
> Mrs. Baker and the interventionist decide to have Molly continue self-monitoring in math and to add self-monitoring during reading. They also decide to continue working on math homework for ten minutes in her special lessons, and then to work for five minutes on role playing various situations that have lead to talk-backs. It is also decided to have Ms. Schrader try to set up a couple of sessions with Molly's mother so she can begin helping Molly do math homework.

c. Provide continued support for maintenance.

CHANGING BEHAVIOR IS a difficult process. The teacher should continue to provide the student with positive feedback throughout the fading process. Once a student has begun achieving the goal, it is very easy to take appropriate behavior for granted.

EST COPY AVAILABLE

The student will have made a major change in behavior, and will need continued support and attention from the teacher and periodic check-ins with the interventionist so the student knows that she has the support required for long-term success.

Molly's intervention plan was lengthy, but primarily successful. By the end of the year, Molly would slip occasionally with a talk-back, but she developed a positive and constructive relationship with Mrs. Baker. Throughout the year, Mrs. Baker continued providing Molly with positive feedback regarding her work, and made it a point to have a special snack with Molly every two weeks to discuss her progress. Twice, the self-monitoring chart was reintroduced, each time at Molly's request.

Homework continued to be challenging since Molly and her mother were unable to work out routines, and had a well-established pattern of argumentative interactions. Eventually, it was decided that Molly should do her homework while she was at her after-school day care program. Arrangements were made with the day care provider to have Molly work in a quiet spot after her snack.

As Molly demonstrated her ability to work respectfully with her classroom teacher and to work efficiently on in-class assignments, weekly lessons were gradually reduced from three lessons each week, to two, to one, and eventually to a brief conference with the interventionist each week.

By the end of the year, Molly's teacher was sincere in her comments that Molly would be missed as she headed off to middle school. Because Molly was still considered to be fragile, the interventionist made a special appointment with the middle school counselor to set up a transition program for Molly as she entered middle school.

Conclusion

In most cases, at-risk students respond positively to supportive adult intervention. However, the attitudes of students themselves can occasionally serve as barriers to success. Embarrassment may lead to resistance. Keep practice sessions with a student private and unobtrusive. Also, plan to meet periodically with the student to provide encouragement and to suggest adjustments or modifications to the plan. Encourage the student to influence the content of the lessons, and motivation to learn new behavior will increase. Resistance to lessons can also be tempered by making sure that the student understands the "real life" applicability of the practice sessions. If needed, consider adding Intervention I: *Goal Setting and Contracting* and/or Intervention L: *Structured Reinforcement Systems.*

Given the large number of issues teachers need to deal with, it is sometimes difficult to justify one-to-one lessons. "Why should this trouble-maker get all my time and attention? It isn't fair to the other students." Teaching desired behaviors must be viewed as remedial *instruction*, as necessary as remediation of academic concerns. If justifying the time necessary to implement this intervention is an issue, you may wish to consider looking at the following interventions, in addition to this plan: Intervention M: *Managing Stress,* Intervention N: *Classroom Management Strategies,* or Intervention O: *Increasing Positive Interactions.*

Teaching Desired Behaviors is an intervention designed to help students learn behavior that will help them succeed in school, both academically and socially. However, with crowded and understaffed schools, it may be difficult to arrange lessons. With a creative use of resources, this potential barrier can usually be overcome. Sometimes the classroom teacher can provide quick lessons, while other students work independently. In other cases, an interventionist—administrator, counselor, school psychologist, school nurse, classroom consultant, or at-risk coordinator—might provide lessons. Lessons may also be conducted by a trained teaching assistant, parent, or adult mentor. When those conducting the lessons are unfamiliar with behavioral training, the interventionist should demonstrate the procedures and observe lessons at least once a week until training is moving smoothly. Though time consuming, interventions such as *Teaching Desired Behaviors* can be powerful enough to make the difference in whether a student completes school and is able to enter society with the skills needed to be successful and independent.

References

Bornstein, M., Bellack, A. S., & Hersen, M. (1980). Social skills training for highly aggressive children. *Behavior Modification*, *4*, 173-186.

Jackson, J.F., Jackson, D.A., & Monroe, C. (1983). *Getting along with others: Teaching social effectiveness to children.* Champaign, IL: Research Press.

Knapczyk, D.R. (1988). Reducing aggressive behavior in special and regular classroom settings by training alternative responses. *Behavior Disorders*, *14*, 27-39.

Knapczyk, D.R. (1989). An analysis of setting events and use of modeling and rehearsal in training alternatives to aggressive behavior. *Journal of Child and Adolescent Psychotherapy*, *2*, 21-35.

Kratochwill, T.R. & French, D.C. (1984). Social skills training for withdrawn children. *School Psychology Review*, *13*, 331-337.

Morgan, D.P. & Jenson, W.R. (1988). *Teaching behaviorally disordered students.* Columbus, OH: Charles E. Merrill.

Neel, R.S. (1988). Implementing social skills instruction in the schools: Students at risk. *Proceedings for the Conference of the Leadership Institute in Administration of Special Education Programs* (pp. 24-28).

Rathjen, D.P. (1984). Social skills training for children: Innovations and consumer guidelines. *School Psychology Review*, *13*, 302-310.

Renzaglia, A. & Bates, P. (1983). Teaching socially appropriate behavior: In search of social competence. In M.E. Snell (Ed.), *Systematic instruction of the moderately and severely handicapped* (2nd ed., pp. 314-356). Columbus, OH: Charles E. Merrill.

Sulzer-Azaroff, B. & Mayer, G.R. (1987). *Achieving educational excellence: Using behavioral strategies.* New York: Holt, Rinehart, and Winston.

Wiesberg, R.P. & Gersten, E.L. (1982). Considerations for developing effective school-based social problem-solving (SPS) training programs. *School Psychology Review*, *11*, 56-63.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Teaching Desired Behaviors.* These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Develop a plan for using *Teaching Desired Behaviors.*

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Determine the behavior or strategies that the student can learn to replace inappropriate behavior.	
c.	Design lessons to teach the desired behavior. i. Provide demonstrations and modeling. ii. Provide opportunities for verbal practice. iii. Provide positive practice and feedback. iv. Gradually increase the difficulty of the lessons.	
d.	Identify how much time will be needed for the lessons, and where the lessons will be conducted.	
e.	Determine who will provide the lessons and when.	
f.	Identify ways to determine whether the intervention is helping the student reach her goal(s).	
g.	Determine whether a reinforcement system and consequences need to be integrated into the plan.	
h.	Identify criteria and procedures for fading the intervention.	
i.	Determine who will meet with the student to discuss and finalize the plan.	

The Summary Record (cont'd)

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Review everyone's roles and responsibilities.	
c.	Conclude the meeting with words of encouragement.	

Step 3 Implement the plan.

		Notes
a.	Get started.	
	i. At the beginning of each lesson, review the goal(s) of the plan with the student. **ii.** Provide demonstrations and modeling. **iii.** Provide opportunities for verbal practice. **iv.** Provide positive practice and feedback. **v.** Gradually increase the difficulty of the lessons. **vi.** Make a conscious effort to recognize student success outside of the practice sessions.	
b.	Evaluate, revise, and fade the plan.	
c.	Provide continued support for maintenance.	

INTERVENTION K

Self-Monitoring

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Self-Monitoring

The student has some motivation to change or learn new behaviors.

To assist **STUDENTS** with problems associated with:

- Mild Misbehavior
- Habitual Behavior
  - Blurting out
  - Complaining
- Academic Productivity
  - Off task behavior
  - Careless work
- Poor Listening Skills
  - Failure to pay attention
- Inappropriate Comments
  - Sarcasm
  - Criticism
  - Bragging
- Social Skills
  - Inappropriate interactions
  - Inappropriate comments

Introduction

Self-Monitoring is an intervention that helps students become aware of their problem behavior and the improvements they are striving to make. When students monitor their own behavior, they observe and track what they do. Students can monitor positive behavior, such as work completion or time on task, or they can track negative behavior they wish to reduce such as complaining or lack of self-control. The purpose of *Self-Monitoring* is to increase students' awareness of a particular behavior so they can learn to take responsibility for their own behavior and control what they do.

Rationale

Some students with behavior problems are not aware of their own actions. Their problems arise out of impulsiveness, and they perceive themselves to be "irresponsible," "distractible," "obnoxious," "sloppy," or "bad." These students see their problems as the result of *who* they are rather than the result of *actions* they have taken.

Self-Monitoring can help students take control of situations they feel are hopeless. "Ann" is a highly gifted first grade student. Unfortunately, she is also a very unhappy child. She argues with other children, criticizes their work, shows off her own accomplishments, and frequently demands to be the center of attention. Ann's teacher, Mrs. Hayes, worries about her growing isolation. Though Mrs. Hayes has talked to Ann about being more sensitive to the feelings of the others, Ann does not seem to be able to help herself. She says, "The other kids don't like me because I am smart." Ann's mother also feels that she isn't accepted because she is gifted. Ann's teacher senses that the bragging, showing off, and criticizing others are simply deeply ingrained habits. She gently suggests that because Ann is so bright she can learn to be more sensitive of the other children. Mrs. Hayes suggests implementing a self-monitoring system so that Ann can learn to be more aware of her comments.

Self-Monitoring puts students in touch with their actions and empowers them to take control. The strength of self-monitoring is that it teaches students to manage their own behavior, as opposed to having an adult manage their behavior. To accurately monitor their own actions, students must learn to pay close attention to what they are or are not doing. As they count and chart their improvements, the motivation to change becomes intrinsic. Reinforcement is often as simple as the sense of accomplishment students feel as they recognize self-improvement. *Self-Monitoring* is especially effective for students who seem to be motivated, but are unaware of their inappropriate behavior, who act impulsively, and have difficulty taking ownership of their behavior.

The Summary

Before Implementing *Self-Monitoring*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 **Develop a plan for using *Self-Monitoring*.**

a. Review the problem and overall goal(s) for the student.
b. Determine the behavior to be self-monitored.
c. If necessary, identify examples of student behavior that clarify the borderline between responsible and irresponsible behavior.
d. Develop a recording system for the student.
e. Determine *when* the student will record his behavior.
f. Design a cueing system to prompt the student to record.
g. Plan to have an adult occasionally monitor the student's behavior and compare results with the student's record.
h. Identify ways to determine whether the intervention is helping the student reach his goal(s).
i. Determine who will meet with the student to discuss and finalize the plan.

Step 2 **Meet with the student to discuss and finalize the plan.**

a. Review the problem and goal(s).
b. Introduce the procedures to be followed.
    i. Introduce the self-monitoring system to the student.
    ii. Show the student how to record his behavior.
    iii. Define responsible and irresponsible behavior.
    iv. Help the student identify a reward to give himself as he makes improvements.
c. Review everyone's roles and responsibilities.
    i. Have the student model and verbally rehearse the steps of the self-monitoring procedures.
    ii. If appropriate for the student's academic level, provide a written list of the self-monitoring steps.
    iii. Schedule a follow-up meeting with the student to discuss his progress.

   - **iv.** Review the schedules and the roles and responsibilities of everyone included.
   - **v.** Be sure everyone involved in the plan has a clear understanding of the procedures.
- **d.** Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

- **a.** Encourage student effort.
- **b.** Make periodic revisions and adjustments to the plan as necessary.
- **c.** When the student demonstrates consistent success, fade the intervention.
- **d.** Once the intervention has been faded, provide continued follow-up, support, and encouragement.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan for using *Self-Monitoring.*

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Bobby is a seventh grade student in Mrs. Werner's language arts-social studies block. During class Bobby participates. His class assignments are above average. He is always pleasant to have in class. Despite Bobby's strong abilities, Mrs. Werner is concerned because Bobby is failing in English and barely passing in social studies. Bobby's problem is homework. Mrs. Werner has discussed the problem with Bobby, but the discussions have done little good. Mrs. Werner decides to ask the counselor for assistance. She sees Bobby sliding the wrong way and hopes to find a solution before he gives up.

The counselor, Mr. Pope, looks up Bobby's elementary school records. Bobby was two when his parents divorced. They have joint custody, and Bobby switches homes every Wednesday. Both parents are professional people with demanding careers.

Bobby's records indicate that homework has been a problem since the third grade. Teacher comments describe an academically capable student who is charming, but chronically disorganized. Daily report cards were tried in 6th grade, with only partial success. Assignments were still frequently missing after instituting the program.

Mr. Pope checks with Bobby's other teachers and finds that Bobby is doing fine in P.E. and photography, but getting "Ds" or failing grades in all academic subjects. All of his teachers indicate that the problem is homework. Mr. Pope informally checks Bobby's academic abilities. He finds that Bobby reads with good fluency and understanding, his writing abilities are average, and given a sample of incomplete homework assignments, Bobby is able to do the work.

After talking with Bobby's parents, Mr. Pope finds that each parent blames the other for Bobby's problems. Bobby's father says that his ex-wife is disorganized and coddles the boy. Bobby's mother says that his father is too critical and overdemanding. Both parents have high aspirations for Bobby, but beyond that they do not seem to agree. Both parents are amenable to working with Bobby, but indicate that they do not want to talk with one another.

b. Determine the behavior to be self-monitored.

BEGIN BY IDENTIFYING the behavior that will be monitored. This can be a positive behavior such as work completion or being on task. Or, it can be a negative behavior such as complaining or lack of self-control. With positive behavior, the goal is to increase the behavior over time, while for negative behavior, the goal is to decrease the behavior over time.

Bobby's teachers decide that he needs to self-monitor his own homework behavior and learn to get work done despite his inconsistent home situation. The counselor agrees to set up a self-monitoring system that will include: (1) writing down assignments, (2) checking to make sure he has all needed materials before leaving school, (3) sticking to a prearranged homework schedule, (4) staying with it until homework is done, (5) putting completed homework in his notebook, and (6) getting his notebook to school in the morning.

c. If necessary, identify examples of student behavior that clarify the borderline between responsible and irresponsible behavior.

IN ORDER FOR a student to accurately monitor his own behavior, it is important to clearly define the borderline between acceptable and unacceptable behavior. With a behavior problem such as work completion, this step is very easy. The work is either done on time or it is not. However, with most behavior the borderline between acceptable and unacceptable is fuzzy and requires definition. For example, with a behavior such as talking respectfully to adults, what defines respectful and disrespectful talk? Is it the words? Is it the tone of voice? Does body language play a part? To clarify the borderline between appropriate and inappropriate behavior, brainstorm several examples of student behavior and help the student identify each as appropriate or inappropriate.

In the example shown in Figure K-1, the student needs to learn to speak respectfully to adults. Examples were generated from actual student behavior.

Figure K-1

Responsible Behavior: Speaking Respectfully	Irresponsible Behavior: Speaking Disrespectfully
The teacher asks Jon to sit down. • Jon nods and sits down. • Jon says, "Okay" and sits down. • Jon does not respond to the teacher but immediately goes to his seat. • Jon asks in a respectful tone, "I need to sharpen my pencil, is that okay?" He then does what the teacher says.	**The teacher asks Jon to sit down.** • Jon sits down but calls the teacher a name or says, "Why should I?" • Jon sits down, but in a sarcastic tone says, "Okay, whatever you say." • Jon does not sit down or respond. • Jon goes to sit down in exaggerated slow motion.
The teacher says, "Good morning" as Jon enters the classroom. • Jon responds with a polite tone, "Good morning." • Jon says, "It hasn't been a good morning. My mom was all over my case this morning." • Jon smiles and nods.	**The teacher says, "Good morning" as Jon enters the classroom.** • Jon responds in a sarcastic tone, "Good morning, teacher." • Jon says, "It might be good for you, but what do you know?" • Jon looks disgusted and sighs.

If borderlines between acceptable and unacceptable behavior are hard to discriminate, it is important to define them by example prior to teaching the student to self-monitor his behavior.

By discussing borderlines with the student before he is asked to self-monitor, the student knows in advance what is acceptable and what is unacceptable, eliminating the need to test the limits.

Borderlines should be defined for most disruptive behaviors, out of control behaviors, complaining, crying, whining, and so on. For more in-depth information, see Intervention P: *Borderlines and Consequences.*

Defining borderlines for Bobby is not an issue. Homework is either turned in on time and complete, or it is not.

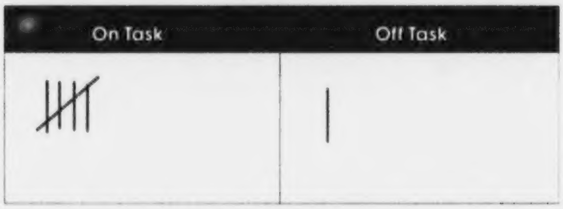
d. Develop a recording system for the student.

ONCE YOU HAVE identified the behavior that will be monitored, design a recording system. There are numerous formats for recording. The following examples are provided to help you design a recording system that is easy for the student to understand and manage:

- Have the student make simple tally marks on a chart each time the behavior is exhibited.

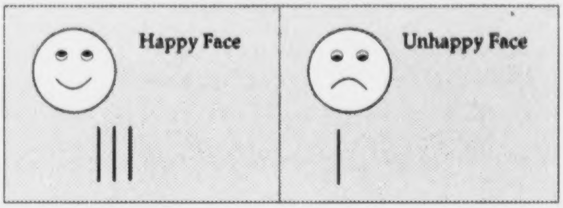
  The chart shown in Figure K-2 was designed for a student who will tally on task and off task behavior during independent work.

Figure K-2



The chart in Figure K-3 shows a system designed for monitoring whether a primary level student has interacted positively with peers during specified times.

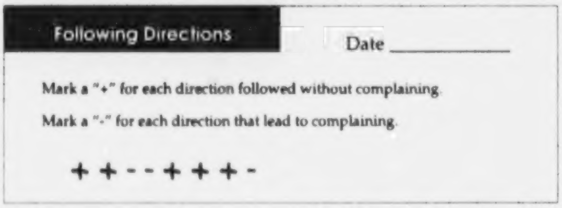
Figure K-3



- Have the student use symbols such as a plus (+) or minus (-) to record responsible and irresponsible behavior, respectively.

The monitoring system shown in Figure K-4 was designed for a student learning to follow directions without complaining. The student marks a plus or minus based on how well he follows directions without complaining.

Figure K-4



Following Directions Date ____________

Mark a "+" for each direction followed without complaining.

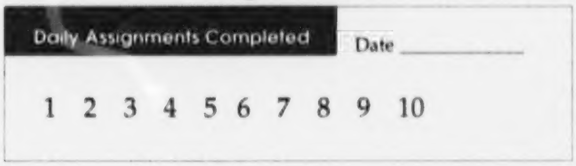
Mark a "-" for each direction that lead to complaining.

+ + - - + + + -

- Have the student track a behavior by circling a number each time a task is completed successfully.

In the example shown in Figure K-5, the student circles a number when she completes a problem, or when she completes an assignment.

Figure K-5



Daily Assignments Completed Date ____________

1 2 3 4 5 6 7 8 9 10

- Have the student rate his own behavior or effort.

The self-monitoring system shown in Figure K-6 was designed for a student who has difficulty participating in class. After specifically identified class activities, the student rates her behavior.

Figure K-6

Class Participation

_____ I gave it my best effort.

I raised my hand.
I asked relevant questions.
I volunteered information.
I listened to others and thought about what they said.

_____ I did just enough to get by.

I sat quietly and didn't interfere with others.

_____ I didn't try.

I didn't listen.
I made noises that interfered with what other people were saying.
I did things that got other people to look at me.

- Have the student use a checklist for tasks that have to be completed.

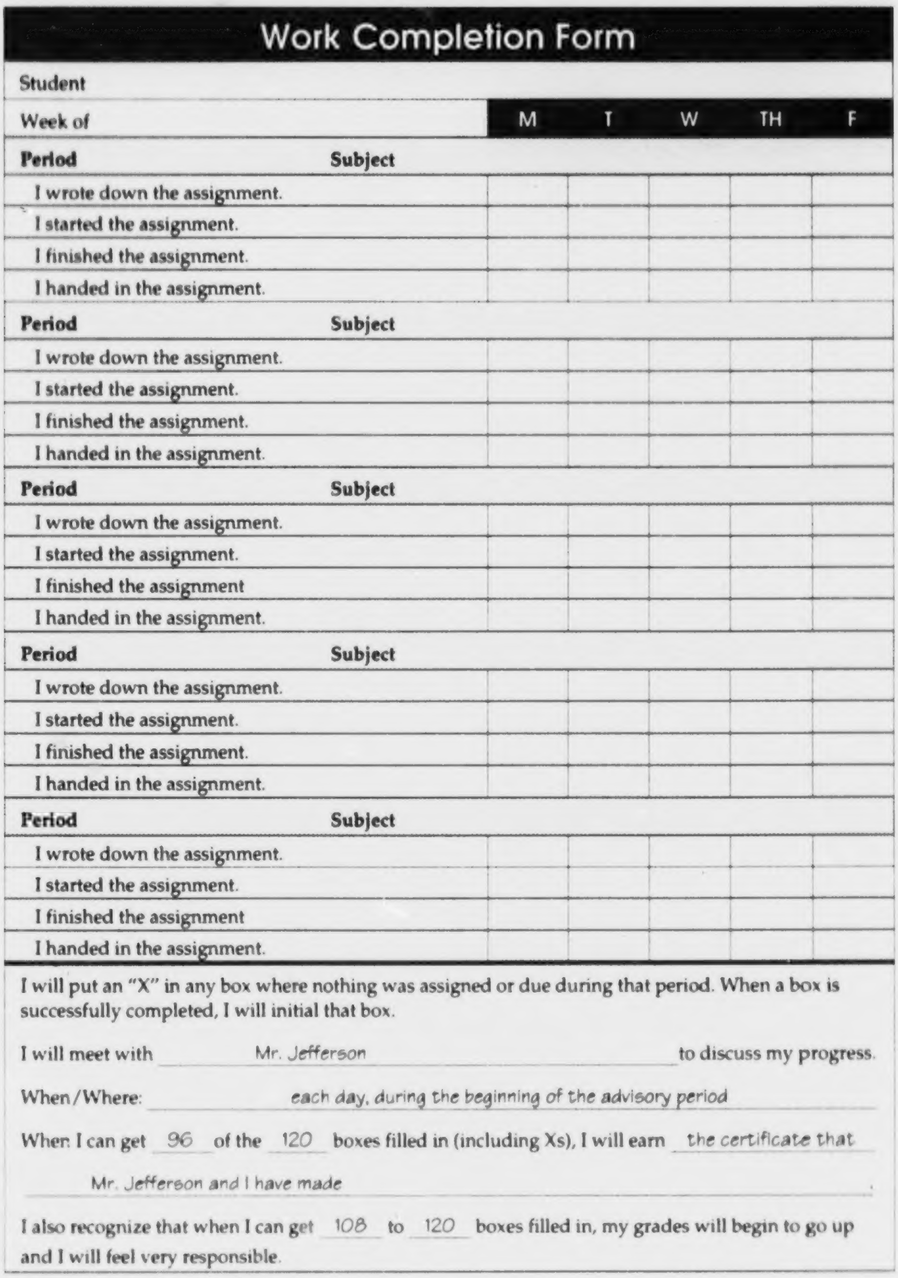
For example, the student who needs to improve hygiene might have a list of things to do in the morning (see Figure K-7).

Figure K-7

Personal Hygiene Chart	M	T	W	TH	F
1. Get up at 6:30.					
2. Shower and wash hair.					
3. Put on deodorant.					
4. Comb or brush hair.					
5. Brush teeth.					

A student who has difficulty with independent class work might have a checklist such as that shown in Figure K-8 that includes writing down assignments, starting an assignment, finishing an assignment, and handing it in.

Figure K-8



Work Completion Form

		M	T	W	TH	F
Student						
Week of		M	T	W	TH	F
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment						
I handed in the assignment.						

I will put an "X" in any box where nothing was assigned or due during that period. When a box is successfully completed, I will initial that box.

I will meet with Mr. Jefferson to discuss my progress.

When/Where: each day, during the beginning of the advisory period

When I can get 96 of the 120 boxes filled in (including Xs), I will earn the certificate that Mr. Jefferson and I have made.

I also recognize that when I can get 108 to 120 boxes filled in, my grades will begin to go up and I will feel very responsible.

NOTE: A copy of this form and various other self-monitoring forms are provided in the "Reproducible Materials" at the end of this intervention booklet.

To assist Bobby with homework completion, Bobby's counselor designs a checklist (see Figure K-9). Bobby will record his assignments, list materials he needs to take home, record when he will study, and check off assignments as they are completed.

Figure K-9

Self-Monitoring Form: Homework Completion

Due	Assignment	Materials	Done

Before leaving school I will study from ________ to ________ and from ________ to ________ if needed.

	I have logged long-term assignments not yet finished on tomorrow's assignment sheet.
	I have organized my assignments in my notebook
	I have packed all my books, materials, and notebook in my backpack.
	I have put my backpack by the door.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Design a fairly unobtrusive system. The power of self-monitoring can be diluted if the student is embarrassed. Especially for older students, the system should involve recording behavior privately, possibly inside a notebook or folder.

Younger students tend to be less concerned about embarrassment and often like having a "special system." Other students may even ask for a self-monitoring chart. Self-monitoring can be beneficial to any student.

e. Determine *when* the student will record his behavior.

ONCE A RECORDING system has been developed, determine when the student will monitor his behavior:

- A student may monitor his behavior once a day at a specified time. If a student has difficulty paying attention during the afternoon, he might monitor his behavior only in the afternoon.
- A student may monitor her behavior only during certain activities. If the student has difficulty keeping her hands and feet to herself when students line up or sit together on the floor, she might monitor her behavior only during those specific activities.
- A student may monitor his behavior at specified intervals. If the student has difficulty with work completion, he might mark the number of problems completed in a fifteen minute period.
- A student may monitor her behavior at random intervals. If the student has difficulty with on task behavior, it may be effective to have the student monitor her behavior at random intervals.
- The student may monitor his behavior whenever it occurs. If the student is monitoring a behavior like hand raising and waiting to be called on, talking respectfully to the teacher, or engaging in positive self-talk, it may be best to record the behavior as it occurs. If recorded at intervals, it would be difficult for the student to judge whether he had been appropriate or inappropriate.

> Bobby's self-monitoring system will be in effect from the moment he leaves his house in the morning until he packs up his materials in the evening. During each class period, Bobby will record his assignments and list the materials he will need in order to do his homework. At the end of the day, Bobby will determine when he will study that evening, and check off all the materials he needs as he puts the materials in his notebook or backpack. As he is doing his homework, Bobby will check off each completed assignment. When he is finished he will pack everything up and put his backpack by the door.

f. Design a cueing system to prompt the student to record.

IF THE STUDENT is counting specific behaviors, the behavior itself acts as a cue. "When you hear yourself saying something positive, make a tally." "When you raise your hand and wait quietly for me to call on you, make a tally." "When you complete an assignment, check it off." "When you say something positive to someone else, circle the next number on your chart."

Other cases may require an independent cueing mechanism. For example, if the student is monitoring on and off task behavior at random intervals, the student will need a cue when it is time to record his behavior. This can be accomplished by having the teacher set a timer for random intervals. When the student hears the timer go off, he records whether he was on or off task when the timer went off. Another independent cueing mechanism is an audio tape of beeps recorded at random intervals. Train the student to record his behavior when he hears a beep on the tape.

g. **Plan to have an adult occasionally monitor the student's behavior and compare results with the student's record.**

IN THE EARLY phases of the plan, an adult should monitor frequently. Adult monitoring can consist of intermittent checks. For example, if a student is learning to stay on task, the teacher might parallel monitor at unpredictable intervals. The teacher might monitor student behavior at the first, third, fourth, and eighth intervals. If possible, the teacher should also quickly check with the student to see whether their perceptions have matched. If both have recorded the behavior in the same way, the student is commended. Even if the behavior has not yet improved, the student is taking the first step in learning how to be responsible for his own actions. If the student and adult records do not match, find a time to discuss the reason for the discrepancy. Is the student recording every event? Is the borderline between the responsible and irresponsible behavior unclear?

Adult monitoring during the initial phases of self-monitoring will increase the effectiveness of the intervention. As the student demonstrates reliable self-monitoring, adult monitoring can be gradually faded.

Bobby's counselor, Mr. Pope, decides that initially Bobby will need frequent adult guidance as he learns to monitor his homework. Mr. Pope decides to set up a one week homework simulation with a parent volunteer. Each day for a week Bobby will check in with a volunteer and show the volunteer h[illegible] assignment sheet and the materials needed. Bobby will then work for a hour, checking off each assignment as he completes it. Bobby will be allowed a two to five minute break every time he checks off an assignment. When his work is completed, Bobby will pack up his materials as though he were at home, checking off each item on his assignment sheet. If Bobby hasn't completed his homework at the end of the hour, he will tell the volunteer when he plans to study at home and verbally rehearse how he will use his assignment sheet. In the following weeks, adult monitoring will be faded to three times a week, then two times per week, and eventually once per week.

Before continuing on with this plan, Mr. Pope discusses the plan with a parent volunteer and talks with Bobby's parents to make sure that they can work out the after school arrangement.

h. **Identify ways to determine whether the intervention is helping the student reach his goal(s).**

ANY INTERVENTION PLAN should include at least two separate means of measuring its effectiveness. The records kept by the student and an adult provide important information. As the data is collected, student progress can be graphed and discussed.

Depending on the behavior, evaluation might also include subjective impressions of the teacher and student, grades, attendance records, office referrals, etc.

Bobby's counselor decides to determine the effectiveness of the self-monitoring system by: (1) checking with Bobby's teachers once per week to determine whether he is keeping up with his homework assignments; and (2) by asking the volunteer to keep an anecdotal log of Bobby's progress.

i. Determine who will meet with the student to discuss and finalize the plan.

USE PROFESSIONAL JUDGMENT to determine who will be present when the plan is discussed with the student. Some students will be responsive only if the teacher is present. In other cases, it will be important to include parent(s), an interventionist, other teachers, or a paraprofessional or volunteer who will be working with the student.

Bobby is a very affable student who seems comfortable with adults, so Mr. Pope decides to include Bobby's language arts - social studies block teacher, Mrs. Werner. Mrs. Werner originally brought Bobby to Mr. Pope's attention and has a warm relationship with Bobby. Mrs. Werner can help add a teacher's perspective to the problem. Mr. Pope also includes the parent volunteer who will work with Bobby.

Though Bobby's parents will not be part of the planning discussion with Bobby, Mr. Pope keeps them informed by phone.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).

BEGIN THE MEETING with a quick review of the problem and goal(s).

Counselor: *I'm pleased to meet with all of you today. Bobby, you know Mrs. Werner and this is Mrs. Shinn. Mrs. Shinn will be helping us work on a plan to help you with homework. Can you tell us a little about your homework situation?*

Bobby: *Sure. I kind of have problems getting it done. Sometimes I forget my stuff. It drives my folks nuts.*

Mrs. Werner: *And your teachers!*

Counselor: *Would you like to work on this? You could make it a goal to learn how to get homework done this year.*

Bobby: *I don't know.*

Mrs. Werner: *Bobby, I figured out your grades in my block. If I only looked at your in-class assignments, you would have an 'A' in social studies and a 'B' in English. Instead you have a 'D' in social studies and an 'F' in English.*

Bobby: *How about this? You give me the grade for my in-class work.*

Mrs. Werner: *Ha! Ha! Very funny.*

Bobby: *This stuff doesn't count. I'll pull it together when I get to high school.*

Counselor: *I wish that were true. Unfortunately, most of the students I know tend to have the same problems in high school that they have here. The habits you have now are the habits you will take with you to high school. Would you like to go to college?*

Bobby: *Stanford . . . .*

Mrs. Werner: *I don't know about Stanford, but you are fully capable of going to college and doing well—especially if you study and learn while you are here with us. If you miss out on learning opportunities while you are here, you will begin slipping behind the others. What do you think gets in the way of getting your homework done?*

Bobby: *I don't know. My Dad says I just don't try. Mom thinks it's the TV.*

Counselor: *Let's review some of the roadblocks to getting homework done. Then we would like to design a plan with you that may help you overcome those problems.*

b. Introduce the procedures to be followed.

i. Introduce the self-monitoring system to the student.

Begin by discussing the purpose and the benefits of self-monitoring. If the student seems resistant or uninterested, discuss his problems. Work on resolving the problems, and consider other interventions in addition to *Self-Monitoring*. Intervention I: *Goal Setting and Contracting* or Intervention L: *Structured Reinforcement Systems* may be particularly appropriate.

Counselor: *Now that we've walked through the monitoring system, what do you think?*

Bobby: *It's okay.*

Mrs. Werner: *Do you think the system will help you?*

Bobby: *I don't know. I'm already so far behind, what difference will it make?*

Mrs. Werner: *I understand your doubts. But Bobby, I'm not worried about the past, I'm hoping you can make things better for the future.*

Bobby: *It won't make any difference.*

BEST COPY AVAILABLE

Counselor: *Mrs. Werner, we'll have to think this through, but perhaps we could work out a system where Bobby's grades start counting from now and the past is somehow forgiven.*

Mrs. Werner: *I don't think that would be fair to the other students.*

Counselor: *What if we worked out a system where one zero was erased for every assignment that Bobby turns in on time and complete.*

Mrs. Werner:: *I think I could live with that. Bobby, what do you think? It means you have a chance to get rid of all those zeros, but you have to show us you are really making an effort.*

Bobby: *Yeah, that would be okay.*

Counselor: *Good. You can begin with Mrs. Werner's class. I'll talk with your other teachers and we'll see what we can do.*

ii. **Show the student how to record his behavior.**

Go over logistics—where the record will be kept, when information is to be recorded, and so on.

iii. **Define responsible and irresponsible behavior.**

Go over several examples of responsible and irresponsible behavior to identify borderlines as identified in Step 1c. Role play examples and have the student identify whether the behavior is a responsible or irresponsible example. Provide supportive and corrective feedback on the student's responses. Continue this process using a wide variety of different examples. If the student needs practice beyond the initial meeting, schedule additional practice times.

Counselor: *Bobby, I appreciate your working with us. By putting our heads together, I know that you are going to conquer this homework thing. You deserve the chance to earn good grades and to do as well as you can. Do you understand the monitoring system?*

Bobby: (Nods.)

Counselor: *Good. Understanding it is the first step. Next, we want to have you practice the system with Mrs. Shinn.*

Mrs. Shinn: *Bobby, I look forward to working with you. I have two boys of my own—one in sixth grade and one in eighth grade. I've worked with them on homework too. My oldest son had a terrible time learning to get organized, but he is doing great now. We have a homework time at home, but while I am working with you we'll have our homework time here at school, because then they won't have to take the bus home and they'll have their work done before we get home.*

Counselor: *This is the schedule we've set up . . . .*

iv. **Help the student identify a reward to give himself as he makes improvements.**

Examples of self-rewards include:

- Making a certificate.
- Writing a letter to yourself.
- Talking to the principal about improvements.
- Scheduling a special time with a parent to discuss improvements.
- Writing to a grandparent about improvements.
- Telling yourself you are doing a good job.

Counselor: *Bobby, you are going to be working on becoming more mature. It will not be easy, so you deserve to reward yourself for improvements. What are some things that you might like to do that would tell yourself you are doing a good job?*

Bobby: *Like get a Ferrari?*

Counselor: *Don't we all wish . . . . Are there special things you like to do? Let me give you an example. I hate to exercise, but I know that I need to. So, I tell myself that every time I exercise I get to watch the evening news. I know that probably sounds weird, but the point is I love to watch the news and often feel I don't have time. It is a reward for me. Can you think of some things that might make you feel good—not big, huge, splashy things, but things you would feel good letting yourself do.*

Bobby: *Well, I like to watch TV.*

Counselor: *That's the idea. How about letting yourself watch a half hour of TV for every half hour you study?*

c. **Review everyone's roles and responsibilities.**

i. **Have the student model and verbally rehearse the steps of the self-monitoring procedures.**

Make sure the student can demonstrate what he will do and explain the goal of self-monitoring.

ii. **If appropriate for the student's academic level, provide a written list of the self-monitoring steps.**

A short list of the process can serve as a guide for reviewing the process at periodic intervals during the first several days of the plan. (If the self-monitoring system involves a checklist, this may already be imbedded in the self-monitoring process.)

iii. Schedule a follow-up meeting with the student to discuss his progress.

An adult should meet with the student soon after the plan has begun to determine how things are going, whether the plan needs revision, and to provide the student with encouragement.

iv. Review the schedules and the roles and responsibilities of everyone included.

Counselor: *Let's see. On Monday, I will pick you up from your 7th period class and walk you through the process of going to your locker, picking up your materials, checking things off, and so on. Then you and Mrs. Shinn will meet every day next week at 2:45 P.M. for your homework simulations in the counseling center. Does anyone have any questions?*

Bobby, Mrs. Shinn: (Shake their heads.)

Counselor: *Good. Bobby, you and I will meet every Wednesday morning during homeroom. We'll do that for awhile so we can see how things are going. I'll get weekly reports from your teachers every Tuesday evening so we will have something to go over, and Mrs. Shinn will leave her anecdotal records for me.*

Mrs. Werner, you will check periodically to make sure that Bobby has recorded his assignments. And then, for every new homework assignment that Bobby turns in completed and on time, you will erase one zero from your grade book.

I'll talk with the other teachers and see if we can work something out.

v. Be sure everyone involved in the plan has a clear understanding of the procedures.

Use a few minutes of this time to ask "What if . . . " type questions. The more that contingencies have been discussed in advance, the less chance that the plan will break down due to unforeseen events.

d. Conclude the meeting with words of encouragement.

Mrs. Werner: *Bobby, I am very excited about this plan. I know that you have a lot of potential. I appreciate Mrs. Shinn's willingness to help us out. Mr. Pope, I am glad that you can find the time to meet with Bobby.*

Mr. Pope: *Bobby, I hope you realize that we are here to help you. If you have any problems or questions, you can talk to any one of us.*

Mrs. Werner: *Bobby, I think that you really deserve to learn how to get homework done. You are so capable. I know that you can learn to be responsible. I am looking forward to seeing you make a lot of improvements this year. I'm glad to have you in my class so that I can be part of it.*

Step 3 Implement the plan.

a. Encourage student effort.

LEARNING NEW BEHAVIORS and discarding old behaviors is very difficult for some students. Though the change may seem simple to an adult, it can be as difficult for a student as learning to play a new musical instrument. The student may need a lot of practice, the opportunity to make errors and adjustments, and a lot of encouragement along the way.

b. Make periodic revisions and adjustments to the plan as necessary.

During the first week of the intervention, Bobby got all of his assignments in on time. Mrs. Werner was delighted, as were his other teachers. Mrs. Shinn reported in her anecdotal record that Bobby did most of his assignments independently, but wanted approval on assignments that required writing. Mr. Pope worried that without attention Bobby might not complete his writing assignments when working at home. Mr. Pope discussed the problem with Mrs. Werner, and she agreed to edit Bobby's writing the day it was due and allow him to make corrections during lunch.

c. When the student demonstrates consistent success, fade the intervention.

AS THE STUDENT assumes ownership of a new behavior or breaks an old habit, gradually remove the monitoring system. Fading can involve increasing time intervals. For example, if the student has been monitoring on task behavior, and the monitoring was initially taking place all day, the system could be faded by limiting monitoring to only certain parts of the day. Fading might also include providing less and less adult guidance. The general rule of thumb is to fade the system when the student demonstrates consistent success, but to provide the student with any support that is necessary for success.

BEST COPY AVAILABLE

During the first two weeks of the intervention, Bobby's self-monitoring plan worked extremely well under Mrs. Shinn's guidance. In the second week, Bobby met with Mrs. Shinn only on Monday, Wednesday, and Friday. On Tuesday and Thursday, Bobby successfully managed his homework at home, and Mr. Pope called Bobby's father and mother to let them know how well Bobby was doing. During the third week, Mrs. Shinn's help was provided only on Tuesday and Thursday. Wednesday night, Bobby did not complete his homework assignment. Bobby told Mrs. Shinn that he didn't have time to get it done because his mother had taken him out for a special dinner with friends and by the time they got home it was too late to study. Bobby and Mrs. Shinn decided that Bobby needed to schedule homework time right after school. This plan seemed to work.

Just as Mr. Pope and Bobby were considering cutting Mrs. Shinn's assistance back to once a week, Bobby received a long-term report writing assignment from Mrs. Werner. Mrs. Werner let Mr. Pope know that Bobby might need extra help managing the assignment. Rather than cutting back Mrs. Shinn's help, it seemed like Bobby would need special assistance for this assignment. Because Bobby was viewing his growing independence as a sign of his improvement, Mr. Pope felt it would be inappropriate to increase Mrs. Shinn's assistance. After problem solving with Mrs. Werner, it was decided that the long-term report writing assignment would be broken down into daily assignments that could be managed with the same routines.

d. Once the intervention has been faded, provide continued follow-up, support, and encouragement.

ONCE A STUDENT demonstrates consistent success, it is easy to take appropriate behavior for granted. However, the student will have made a major change in behavior and will need continued encouragement and support for his efforts.

As Bobby showed consistency in getting homework assignments in, his parents both provided Bobby with tremendous support. His father called the school to ask if he could take Bobby out of school to go on a special ski trip. After considering the consequences of Bobby potentially falling behind in his work, it was decided that Winter Break might be a better option. Mr. Pope also brainstormed a list of other supportive things that Bobby's father could do. The list included jotting Bobby occasional notes of encouragement and recognition, taking Bobby out for a soda, going over his work with a focus on assignments done well, having Bobby explain his assignment sheet and discussing goals, and playing a game together.

Mr. Pope continued to meet with Bobby and check with his teachers every two weeks. Towards the end of the year, Bobby was selected to be a peer mentor in the following year.

Conclusion

One-to-one interventions can be time-consuming and difficult to implement in a busy classroom. Therefore, systems must be designed to be as unintrusive as possible. If the plan requires an unrealistic amount of teacher time and energy, modify the plan to reduce teacher monitoring, or include another adult.

Self-monitoring can be an extremely empowering process for a student. It is used by adults when they learn time-management systems, or for managing diet or exercise programs. Self-monitoring teaches students that they can manage what they do and in the process grow and mature.

References

Anderson, L.M. (1989). Implementing instructional programs to promote meaningful, self-regulated learning. In J.E. Brophy (Ed.), *Advances in research on teaching* (Vol. 1, pp. 311-341). Greenwich, CT: JAI Press.

Brown, D. & Frank, A. (1990). "Let me do it!" Self-monitoring in solving arithmetic problems. *Education and Treatment of Children, 13,* 239-248.

Corno, L. & Mandinach, E. (1983). The role of cognitive engagement in classroom learning and motivation. *Educational Psychologist, 18,* 88-108.

Hallahan, D.P., Marshall, K.J., & Lloyd, J.W. (1981). Self-recording during group instruction: Effects on attention to task. *Learning Disabilities Quarterly, 4,* 407-413.

Fuchs, L.S. & Fuchs, D. (1987). The relation between methods of graphing student performance data and achievement: A meta-analysis. *Journal of Special Education Technology, 8,* 135-149.

Lloyd, J.W., Hallahan, D.P., Kosiewicz, M.M., & Kneedler, R.D. (1982). Reactive effects of self-assessment and self-recording on attention to task and academic productivity. *Learning Disability Quarterly, 5,* 216-227.

Lloyd, J.W. & Landrum, T.J. (1990). Self-recording of attending to task: Treatment components and generalization of effects. In T.E. Scruggs & B.Y.L. Wong (Eds.), *Intervention research in learning disabilities* (pp. 235-262). New York: Springer-Verlag.

Meichenbaum, D.H. (1977). *Cognitive-behavior modifiction: An integrated approach.* New York: Plenum Press.

Meichenbaum, D.H. (1979). Teaching children self-control. In B. Lahey & A. Kazdin (Eds.), *Advances in child psychology* (Vol. 2). New York: Plenum Press.

Osborne, S.S., Kosiewick, M.M., Crumley, E.B., & Lee, C. (1987). Destructible students use self-monitoring. *Teaching Exceptional Children, 19,* 66-69.

Palincsar, A.S. & Brown, D.A. (1987). Enhancing instructional time through attention to metacognition. *Journal of Learning Disabilities, 20,* 66-75.

Pressely, M., Borkowski, J.G., & O'Sullivan, J.T. (1985). Children's metamemory and the teaching of memory strategies. In D.L. Forrest-Pressely, G.E. MacKennon, & T.G. Waller (Eds.), *Metacognition, cognition, and human performance* (pp. 111-153). San Diego, CA: Academic Press.

Wong, B.Y.L. & Wong, R. (1986). Study behavior as a function of metacognitive knowledge about critical task variables: An investigation of above average, average and learning-disabled readers. *Learning Disabilities Research, 1,* 101-111.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Self-Monitoring*.

These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Develop a plan for using *Self-Monitoring*.

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Determine the behavior to be self-monitored.	
c.	If necessary, identify examples of student behavior to clarify the borderline between responsible and irresponsible behavior.	
d.	Develop a recording system for the student. (Attach a copy.)	
e.	Determine *when* the student will record his behavior.	
f.	Design a cueing system to prompt the student to record.	
g.	Plan to have an adult occasionally monitor the student's behavior and compare results with the student's record.	
h.	Identify ways to determine whether the intervention is helping the student reach his goal(s).	
i.	Determine who will meet with the student to discuss and finalize the plan.	

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Introduce the procedures to be followed. i. Introduce the self-monitoring system to the student. ii. Show the student how to record his behavior.	

The Summary Record (cont'd)

	Notes
iii. Define responsible and irresponsible behavior. iv. Help the student identify a reward to give himself as he makes improvements.	
c. Review everyone's roles and responsibilities. i. Have the student model and verbally rehearse the steps of the self-monitoring procedures. ii. If appropriate for the student's academic level, provide a written list of the self-monitoring steps. iii. Schedule a follow-up meeting with the student to discuss his progress. iv. Review the schedules and the roles and responsibilities of everyone included. v. Be sure everyone involved in the plan has a clear understanding of the procedures.	
d. Conclude the meeting with words of encouragement.	

Step 3 Implement the plan.

	Notes
a. Encourage student effort.	
b. Make periodic revisions and adjustments to the plan as necessary.	
c. When the student demonstrates consistent success, fade the intervention.	
d. Once the intervention has been faded, provide continued follow-up, support, and encouragement.	

Work Completion Form

Student

Week of		M	T	W	TH	F
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment.						
I handed in the assignment.						
Period	**Subject**					
I wrote down the assignment.						
I started the assignment.						
I finished the assignment						
I handed in the assignment.						

I will put an "X" in any box where nothing was assigned or due during that period. When a box is successfully completed, I will initial that box.

I will meet with ______________________________ to discuss my progress.

When/Where: ______________________________

When I can get ______ of the ______ boxes filled in (including Xs), I will earn ______________

______________________________.

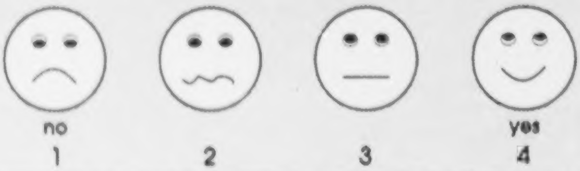
I also recognize that when I can get _____ to _____ boxes filled in, my grades will begin to go up and I will feel very responsible.

Self-Monitoring Form:
On Task Behavior

Name ______________________ Week of ______________

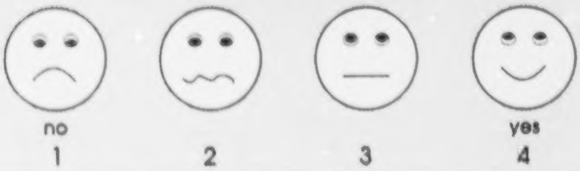
Date ____________

Did I stay focused on my work?



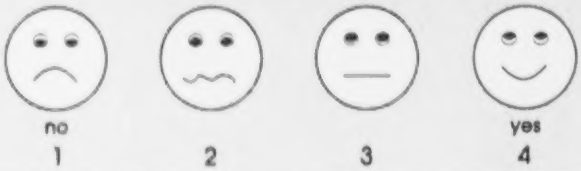
Date ____________

Did I stay focused on my work?



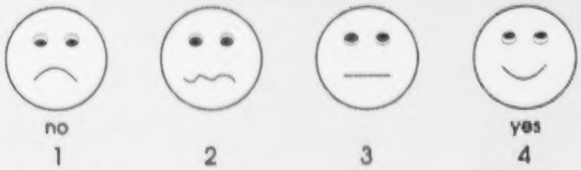
Date ____________

Did I stay focused on my work?



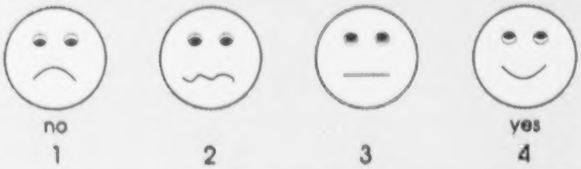
Date ____________

Did I stay focused on my work?



Date ____________

Did I stay focused on my work?



Self-Monitoring Form:
On Task Behavior

Name____________________ Week of ____________________

Date ____________

Did I stay focused on my task?

very off task	off task	mostly on task	on task; very focused
1	2	3	4

Date ____________

Did I stay focused on my task?

very off task	off task	mostly on task	on task; very focused
1	2	3	4

Date ____________

Did I stay focused on my task?

very off task	off task	mostly on task	on task; very focused
1	2	3	4

Date ____________

Did I stay focused on my task?

very off task	off task	mostly on task	on task; very focused
1	2	3	4

Date ____________

Did I stay focused on my task?

very off task	off task	mostly on task	on task; very focused
1	2	3	4

BEST COPY AVAILABLE

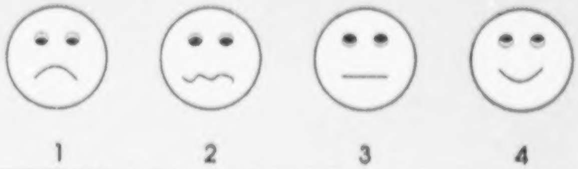
Self-Monitoring Form

Name ______________________________ Week of ____________________

Date

____

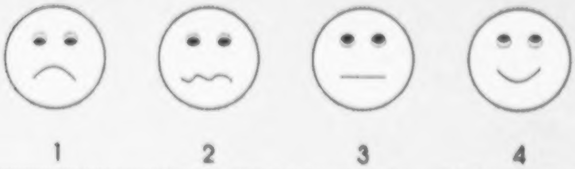
I am working on ____________________



Date

____

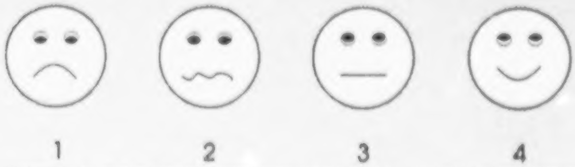
I am working on ____________________



Date

____

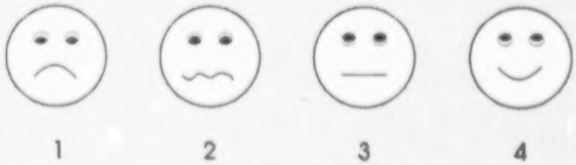
I am working on ____________________



Date

____

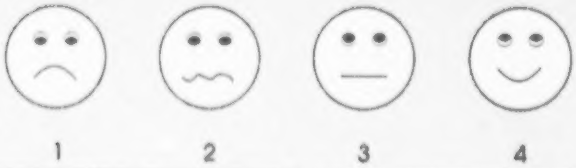
I am working on ____________________



Date

____

I am working on ____________________



Self-Monitoring Form

Name ______________________ Week of ______________

Date ______________

I am working on ______________________

1 2 3 4

Date ______________

I am working on ______________________

1 2 3 4

Date ______________

I am working on ______________________

1 2 3 4

Date ______________

I am working on ______________________

1 2 3 4

Date ______________

I am working on ______________________

1 2 3 4

BEST COPY AVAILABLE

Self-Monitoring Form: Work Completion

Name____

Goal ____

Date ______________

1 2 3 4 5 6 7 8 9 10

Date ______________

1 2 3 4 5 6 7 8 9 10

Date ______________

1 2 3 4 5 6 7 8 9 10

Date ______________

1 2 3 4 5 6 7 8 9 10

Date ______________

1 2 3 4 5 6 7 8 9 10

Self-Monitoring Form: Homework Completion

Due	Assignment	Materials	Done

Before leaving school I will study from ________ to ________ and from ________ to ________ if needed.

	I have logged long-term assignments not yet finished on tomorrow's assignment sheet.
	I have organized my assignments in my notebook
	I have packed all my books, materials, and notebook in my backpack.
	I have put my backpack by the door.

INTERVENTION L

Structured Reinforcement Systems

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Structured Reinforcement Systems

The mis-behavior is a *firmly* established part of the student's behavior.

To assist **STUDENTS** with problems associated with:

- Poor Motivation
- Work Completion
- Quality of Work
- Attendance/Punctuality
- Eliminating a Negative Behavior
    - Disruptions
    - Arguing
    - Swearing
    - Fighting
    - Tantrums

Introduction

Structured Reinforcement Systems helps to motivate students to improve their behavior through the use of external rewards. A structured reinforcement system is a highly intrusive intervention that may be necessary when problems have been resistant to simpler solutions.

Structured Reinforcement Systems can be used to help students increase engagement in particular skills or behavior, such as amount of work completed, time on task, positive interactions with peers, etc. The intervention can also assist students in reducing or eliminating the frequency of negative behavior such as using profanity, disrespectful interactions with adults, and fighting.

With *Structured Reinforcement Systems,* students break deeply ingrained cycles of inappropriate behavior by working for external reinforcements or rewards. *Structured Reinforcement Systems* is a temporary intervention designed to move students in more productive directions.

Rationale

Many students find success and encouragement in the natural environment of the classroom. They take pride in their accomplishments and feel a sense of satisfaction at completing a task. Positive interactions and comments from the teacher are shared at home, "Hey, mom! Mrs. Dubach said she'd like to borrow my book. She hasn't read it yet." Feedback is taken seriously. "Mrs. Dubach said that we need to be more careful when we multiply with decimals." Corrections are made, and students are successful. These students are fueled by a sense of well-being. Motivation to cooperate and do one's best are intrinsic.

Students who fail to meet expectations may be dealing with several variables that make success unattainable. For example:

- *Some students may not know how to be successful.*

  If students do not have appropriate behaviors in their repertoire, they may require instruction and practice in the behavior needed for success. Consider exploring Intervention J: *Teaching Desired Behaviors*. This intervention may be used alone or in combination with *Structured Reinforcement Systems.*

- *Some students may need additional motivation because new behavior requires a lot of effort.*

  Since change is hard, the motivation to change must outweigh the difficulty.

- *Some students may not value school success.*

  Motivation to change may initially require an external reward to link school success with something worthwhile and important to the student.

- *Some students may find their needs more fulfilled when they engage in inappropriate behavior rather than appropriate behavior.*

  If so, the motivation to change must include reinforcers that are different from those found naturally. If misbehavior has been sustained through negative attention, the student may not value positive attention and the motivation to change may initially require an external, tangible reward.

For example, "Scott" an eighth grade student, exhibits many problems. Teachers find him impossible to motivate. He has a long history of tardiness and often fails to have the materials he needs for class. Though he does average or better than average on assignments and tests, Scott's punctuality problems and chronic disorganization take a toll on his grades. In P.E., he loses points because he forgets his gym clothes and can not suit up. He often arrives in class without his notebook, text, or other required materials. Scott has been tardy so many times that he has earned numerous consequences—including after-school detention and a full day in in-school suspension—none of which seem to have had any impact on his behavior. Scott might benefit from a structured reinforcement system that motivates him to arrive at each class on time with required materials.

Despite its benefits for some students, a structured reinforcement system raises several legitimate concerns that need to be addressed, such as:

- *Shouldn't students behave appropriately without rewards and reinforcers?*

  Students should behave appropriately and they should be motivated to be successful. However, some students need to be taught to value appropriate behavior. When less structured interventions, such as Intervention C: *Planned Discussions* and Intervention I: *Goal Setting and Contracting* have not been effective, or are not likely to be effective, staff are left with two options: (1) let the student continue engaging in inappropriate behavior, or (2) provide a highly structured reinforcement system to motivate the student to change the pattern of behavior as quickly as possible. The longer misbehavior goes unchanged, the more deeply ingrained it becomes and the more likely it is to worsen.

- *Won't students stop working as soon as the reinforcers are removed?*

  If structured reinforcement systems are overused, students may learn to work only for tangible rewards and fail to learn the value of working hard, getting along with others, being cooperative, taking pride in a job well done, etc. However, a structured reinforcement system that assists in the initial process of making a behavioral change can be faded in carefully planned steps. If a system is removed suddenly the student may stop working. A carefully designed system is a long, involved process that gradually teaches the student to value success.

- *Why should students who misbehave get extra rewards or privileges?*

  Students probably shouldn't get extra rewards and privileges as a result of misbehavior. In an ideal world everything would be equal and fair. However, students do not enter school as equals. Therefore, "equal" treatment cannot mean the "same" treatment when working with students of diverse backgrounds and abilities. Some students bring a set of values and a background knowledge that supports cooperation, responsibility, and hard work. These students have *already* learned to value the attitudes and behaviors that bring success; reinforcement for these students is inherent within the natural school environment. Students with behavior problems have more to learn. They may be discouraged by or suspicious of efforts to help them change. These students need additional incentives to learn how to behave responsibly.

- *Shouldn't we avoid "reinforcing" students and focus more on "encouraging" and "facilitating" students?*

  In education, we often get wrapped up in words. The distinction between "reinforcement" and encouragement" is largely semantic. If a student is working hard and the teacher stops to engage in a friendly interaction, one person might say, "The teacher is facilitating learning by encouraging the student's interest." Another person might say, "The teacher's attention is reinforcing the on task behavior." In both cases, the teacher does the same thing; it's only the words describing the situation that are different. Regardless of semantics, reinforcement procedures can either be implemented carefully to support and encourage students or implemented poorly so students do not learn to value effort and accomplishment.

- *Won't other students object?*

  Students expect the school system to treat them fairly and equitably. Therefore, special reinforcers for some students can cause problems with other students. It might appear that students who misbehave are rewarded, and those who behave are punished because they are denied access to the reinforcement. This can be dealt with in several different ways, depending on the situation:

  - Design the reinforcement system in such a way that it is not obvious to other students.
  - Discuss the reinforcement system with other students prior to implementing the system and solicit their assistance in the spirit of cooperation and support.
  - Let the entire class earn a special award or privilege occasionally, as a celebration of success.

  NOTE: A description of these procedures follows in "The Detailed Plan."

- *Isn't this bribery?*

  A bribe is defined as "offering a reward, especially money, to induce a person to do something illegal or wrong." A *reinforcement* encourages a person to do something that creates success and is more akin to rewarding four years of study with a college diploma.

- *Will the students become the kind of people who always ask, "What will you give me if I do that?"*

  If reinforcement systems are not handled carefully, this potential drawback may become a reality. All adults must carefully focus on the accomplishments that lead to the reward versus the reward itself.

Ms. Mayberry:	*Mike, here is the pencil you earned. Tell me what you did to earn it.*
Mike:	*I read at home for ten days.*
Ms. Mayberry:	*You must be exceptionally proud of yourself. You are getting to be a stronger reader because of this kind of practice. When you go home today, be sure to tell your folks how you earned that pencil.*

  If adults systematically focus interactions on student accomplishments, students develop a sense of satisfaction that eventually takes the place of the actual reward.

If possible, students should be encouraged to make improvements through positive interactions and strategies that honor hard work, cooperation, kindness, and responsibility. However, there are times when less-structured interventions are not understood by some students, or are not sufficient to motivate them. A high-powered reinforcement system may be necessary to get students moving in the right direction.

Caution: *Structured Reinforcement Systems* can help students make difficult behavioral changes. However, if the reinforcement system is not carefully structured and gradually removed, the concerns identified with this approach may become realities. Be prepared for a long, involved process if you wish the system to have a long-term impact on students' ability to take responsibility.

Although *Structured Reinforcement Systems* may be useful for just about any problem, if the student doesn't know how to exhibit the desired behavior, the intervention plan must include a plan to teach the student the appropriate behavior. For more information, see Intervention J: *Teaching Desired Behaviors.*

The Summary

Before Implementing *Structured Reinforcement Systems*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual*, Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop a plan for using *Structured Reinforcement Systems*.

a. Review the problem and overall goal(s) for the student.
b. Identify specific behavioral objective(s).
c. If the behavior is not currently in the student's repertoire, design lessons to teach the student the appropriate behavior.
   NOTE: See Intervention J: Teaching Desired Behaviors.
d. Design a reinforcement system.
   i. Design a method for monitoring student behavior(s) and counting points.
   ii. Identify a menu of possible rewards or privileges.
   iii. Determine how many points will be required for the student to earn each reward or privilege.
e. Specify consequences for misbehavior if necessary.
f. Summarize the reinforcement system and review the procedures.
g. Identify ways to determine whether the intervention is helping the student reach her goal(s).
h. Identify procedures for increasing the sophistication of the system.
i. Determine who will meet with the student.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).
b. Describe the behavioral objective(s), any behavioral lessons that might be given, the reinforcement system planned, and any consequences that might be used as part of the plan.
c. Set up a schedule for any lessons and regular debriefings with the student.
d. Review everyone's roles and responsibilities and write up the plan.
e. Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

a. Get started.

b. Provide continued support and encouragement.

c. Meet again during the first week of the plan to make any necessary modifications.

d. Periodically evaluate and revise the plan, eventually fading the system.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan for using *Structured Reinforcement Systems*.

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information in developing a successful intervention.

Tracy is a second grade student who always moves extremely slowly. When the teacher says put your things away and line up, all of the students follow instructions and are in line before Tracy has even started putting her things away. Because the teacher, Mr. Dreyer, can not leave Tracy or the class unsupervised, everyone must wait for Tracy. Even with constant reminders and peer pressure, Tracy continually keeps everyone waiting. This happens several times a day, day after day. Even out on recess, Tracy walks slowly about the playground, or just stands in one place. Watching Tracy is like watching a very old woman, not a seven year old child.

The school counselor, Ms. Thompson, has contacted Tracy's family and found that her father is rarely in the home. Tracy's mother is under a doctor's care and is heavily medicated for psychiatric problems. When meeting with the mother, the counselor saw an older version of Tracy. Tracy's mother operated as if moving under water—everything slow and laborious, including speech. Although communication was difficult, Tracy's mother did say that she hoped the school could help Tracy learn to "do things more like other little girls." She also went on to say, "I am just too tired to help her."

Working with Tracy's mother, the counselor was able to have Tracy examined by a physician. The physician concluded that Tracy is in perfect health and that her slow behavior is not a medical problem.

Tracy's overall goal will be to move faster, especially when others are waiting for her. Because the change will be very difficult for Tracy, Tracy's teacher and counselor decide that she will need lessons on how to move faster, as well as a fairly intensive reinforcement system to literally get Tracy moving.

b. Identify specific behavioral objective(s).

ONCE THE OVERALL goal(s) have been determined, identify exactly what the student must do and/or not do to demonstrate improvement. Is the objective to increase a positive behavior or decrease a negative behavior? Is the purpose to do more of something or less of something? If work completion is a problem, the goal will be to increase work completion. In the case of swearing or tantrumming, the goal will be to reduce the negative behavior. In some instances, the objective will be to decrease a negative *and* increase a positive. For example, if a student has poor peer interactions, the goal will be to decrease negative interactions while increasing positive interactions.

In addition to determining what the student must do, identify when and where the student will be expected to make changes. If major changes are required, the student will need to make improvements in small increments. Change should not be expected all at once in all settings. For example, if a student has a difficult time with on task behavior, the first five minutes of a specific activity may be targeted for initial focus. As the student achieves success, objectives can be gradually expanded for longer periods of time and across settings so that new skills generalize.

The counselor and Tracy's teacher, Mr. Dreyer, decide that the intervention plan should initially focus on helping Tracy learn to make "energetic transitions" during five critical times—going to recess in the morning and afternoon, going to lunch, going to P.E. each day, and going to the bus. Because of supervision issues, each of these transitions results in the class having to wait if Tracy does not move at a reasonable pace. Although other transitions occur during the day, they do not present supervision problems. These transitions will be dealt with after Tracy has learned to manage the five critical transitions. In the meantime, Mr. Dreyer will no longer wait for Tracy during transitions that do not present supervision problems.

c. If the behavior is not currently in the student's repertoire, design lessons to teach the student the appropriate behavior.

NOTE: See Intervention J: Teaching Desired Behaviors.

To help Tracy learn how to complete an "energetic transition," the counselor will meet with Tracy three times a week to model, role play, and practice efficiently putting materials away and lining up to go to recess, lunch, and P.E.

d. Design a reinforcement system.

ONCE SPECIFIC BEHAVIOR(S) have been identified, set up a system to provide the student with reinforcers for successfully meeting the identified objective(s).

To develop an effective reinforcement system:

- Design a method for monitoring student behavior(s) and counting points;
- Identify a menu of possible rewards or privileges; and
- Determine how many points will be required for the student to earn each reward or privilege.

i. Design a method for monitoring student behavior(s) and counting points.

Behavior can be monitored in a number of different ways, such as by:

- Counting a positive behavior.
- Counting both a positive and negative behavior.
- Counting the absence or reduction of a negative behavior within specific time intervals.
- Rating a positive behavior on a predetermined scale.
- Recording the length of time a student engages in a particular behavior.
- Counting a permanent product.

The following descriptions are provided to assist in developing a monitoring/counting system that is easy to manage, age-appropriate, and best suited to meet the needs of the student:

- *Counting a positive behavior.*

  Counting the number of times a student engages in a positive behavior may provide an effective monitoring system if the goal of the intervention is to *increase the frequency* of a specific discrete behavior. For example if a shy student fails to interact with peers, a system might be designed to count the number of times she interacts with peers. If a student blurts out inappropriate answers, a system might be designed to count the number of times he raises his hand, waits to be called on, and makes reasonable contributions to a discussion.

  The actual monitoring system might be as simple as Figure L-1. Each time the student demonstrates the desired behavior, a number is circled.

Figure L-1

Name				Behavior				Date	
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

A tally system (see Figure L-2) or a simple graph (see Figure L-3) can also be used to count positive behaviors. In any of these systems, students would earn a point for each positive behavior demonstrated.

Figure L-2

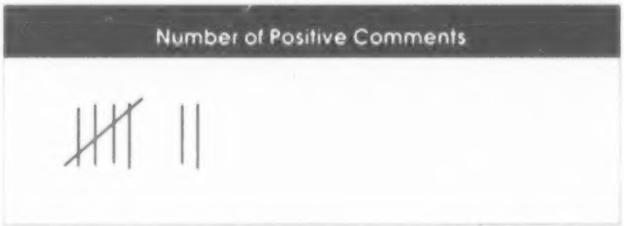
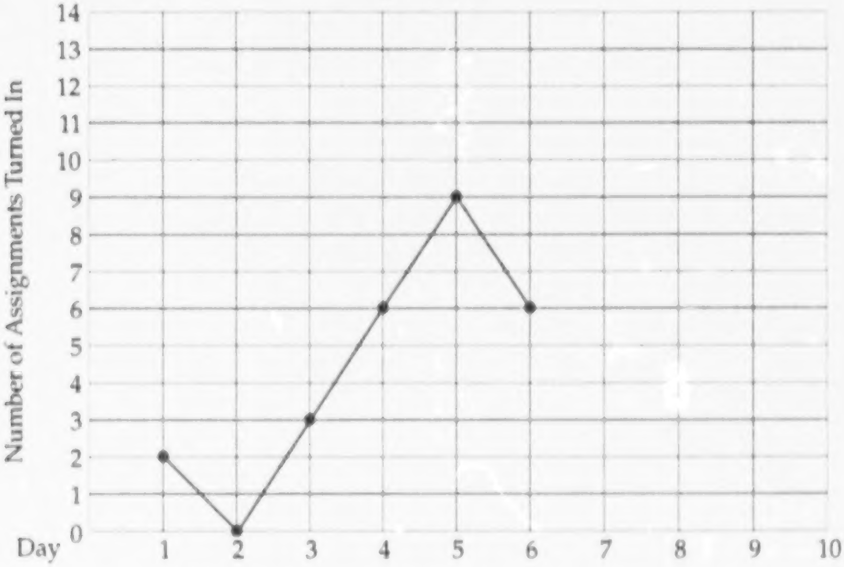


Figure L-3



NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

- *Counting both a positive and negative behavior.*

Counting both positive and negative behavior may be necessary when students need to increase a positive behavior while decreasing a related negative behavior. When only the positive behavior is monitored, a false picture may be presented. For example, a student who has difficulty interacting in a friendly manner with adults might also have a corresponding problem of aggressive, adversarial interactions with adults. If the intervention only monitors friendly interactions, the student may appear to be more successful than he is: "Nathan engaged in five positive interactions" presents a very different picture than "Nathan engaged in five positive interactions and fifteen adversarial interactions." If the goal of the intervention is to encourage a positive behavior *and* reduce a negative behavior, it is preferable to use a system that monitors both the negative and positive behaviors. The monitoring system shown in Figure L-4 could be used in such a case.

Figure L-4

Name								Date		
Goal										
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

In this type of system, students earn points based on the *ratio* of positive to negative behaviors. For example, if a student has problems making negative comments to peers, the student might earn a point for every hour that positive comments exceed negative comments. As the student becomes more successful, the ratio can be adjusted. "Mick, you are doing such a good job being respectful to other students. I would like to challenge you this week to see if you can make at least two positive comments for every negative comment."

This system is particularly useful when the goal of the intervention is to reduce but not eliminate a behavior. If the student is learning to talk more positively, the goal is not to eliminate all negative thoughts or opinions. The goal is simply to reduce the ratio of negative to positive behaviors.

- *Counting the absence or reduction of a negative behavior within specific time intervals.*

Many interventions are designed to help a student eliminate annoying, disruptive, or immature behaviors. Although the goal of the intervention should always be stated positively, success may actually be determined by the absence or reduction of an inappropriate behavior within a specified time interval. For example, if the student has problems with tantrumming, the goal may be to demonstrate self-control. In this case, the monitoring system would track the number of tantrums within a specified time interval.

Select time intervals that permit the student to see a high rate of success. If the student experiences difficulty in the early stages of the intervention, the reinforcement system can actually work as a disincentive. For example, if student behavior is monitored in half-day intervals and the student has difficulty in the first half hour of school, there is no incentive to work on successful behavior for the rest of the morning.

A rule of thumb is to establish intervals that guarantee success at least 50% of the time without making changes in current behavior. The student who experiences success in the early stages of the intervention will be motivated to make improvements. As the student shows progress, the time intervals can be gradually adjusted.

Figure L-5 shows a sample of a monitoring system where self-control is monitored for a student who tantrums once and sometimes twice per day. Self-control is monitored four times daily to ensure that the student experiences success. The student earns a point for each interval in which the goal behavior is demonstrated.

Figure L-5

Name Shelly Burnquist			Week of 3/15		
Goal Self-Control			Rating + -		
Time Period	**M**	**T**	**W**	**TH**	**F**
8:30 A.M. to 10:30 A.M.	+				
10:30 A.M. to 12:00 P.M.	-				
12:00 P.M. to 1:30 P.M.	+				
1:30 P.M. to 2:45 P.M.	+				
Number of Points Earned	3				

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Figure L-6 shows this same system being used to monitor the goal behavior in twelve half hour intervals. This monitoring schedule is designed for a student who tends to engage in inappropriate behavior four to six times per day. The short monitoring intervals allow the student to experience success, despite the high rate of inappropriate behavior. In this system the student earns a point for every half hour interval that he has treated others with dignity and respect.

Figure L-6

Name Zach Turnball Week of 3/15

Goal Treating others with dignity and respect Rating + -

Time Period	M	T	W	TH	F
8:30 A.M. to 9:00 A.M.	+				
9:00 A.M. to 9:30 A.M.	+				
9:30 A.M. to 10:00 A.M.	-				
10:00 A.M. to 10:30 A.M.	+				
10:30 A.M. to 11:00 A.M.	+				
11:00 A.M. to 11:30 A.M.	-				
11:30 A.M. to 12:00 P.M.	-				
12:00 P.M. to 12:30 P.M.	+				
12:30 P.M. to 1:00 P.M.	+				
1:00 P.M. to 1:30 P.M.	+				
1:30 P.M. to 2:00 P.M.	-				
2:00 P.M. to 2:30 P.M.	+				
Number of Points Earned	8				

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Another simple system involves recording every incidence of a misbehavior in a specified interval of time. For example, if a student speaks disrespectfully, each disrespectful comment might be counted during a specified time interval. Figure L-7 illustrates a tracking form.

Figure L-7

Name Alexander Brophy Date 10/15

Goal Talking respectfully to others (Less than 4 disrespectful comments in any half hour demonstrates improvement for this week.)

Time										
8:30 A.M. to 9:30 A.M.	1	2	3	4	5	6	7	8	9	10
9:30 A.M. to 10:30 A.M.	1	2	3	4	5	6	7	8	9	10
10:30 A.M. to 11:30 A.M.	1	2	3	4	5	6	7	8	9	10
11:30 A.M. to 12:30 P.M.	1	2	3	4	5	6	7	8	9	10
12:30 P.M. to 1:30 P.M.	1	2	3	4	5	6	7	8	9	10
1:30 P.M. to 2:30 P.M.	1	2	3	4	5	6	7	8	9	10
2:30 P.M. to 3:30 P.M.	1	2	3	4	5	6	7	8	9	10

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

The student's goal would be to make no more than a prespecified number of disrespectful comments during each interval. Points would be awarded each time the student kept negative comments below the predetermined number. As the student improves, the number would be gradually adjusted.

While this system is relatively easy to manage, the drawback is that it focuses on misbehavior. Because the system focuses on the negative behavior, the student should receive frequent feedback regarding the significance of success. "Alexander, you only had a few examples of disrespectful interactions today, and you are learning to express your opinions very respectfully."

- *Rating a positive behavior on a predetermined scale.*

Many desired behaviors are difficult to count because there is a qualitative aspect to the behavior. Initially students approximate the goal behavior, making gradual improvements over time. Rating scales are useful when behavior needs to improve in either quality or across a number of dimensions. For example, students might receive points based on how well they are able to follow directions: 0 = Not at all, 1 = Needed reminders, or 2 = Followed directions independently. With a rating scale, students receive a variable number of points based on degree to which they exhibit a particular behavior.

Tracy's counselor and teacher determine that a rating scale would be an effective method of monitoring Tracy's "energetic transitions." At each of the five critical transition times, the teacher will evaluate the quality of Tracy's behavior on the scale shown in Figure L-8. If Tracy moves too slowly during a transition, she will not earn a point. If she goes too fast and acts frantic or pushes someone (an unlikely event), she will not earn a point. If she handles the transition at an adequate rate, she will earn one point. If she moves enthusiastically and energetically, she will earn two points. Because this system involves a subjective rating of Tracy's transition, Mr. Dreyer and the counselor plan to teach Tracy how the quality of various transitions looks and feels through modeling and role playing.

Figure L-8

Behavior	Tracy's Transitions				
Date	Too Slow	Too Fast	Just Fine +1	Energetic +2	TOTAL
1. *Going to A.M. recess*					
2. *Going to lunch*					
3. *Going to P.E.*					
4. *Going to P.M. recess*					
5. *Going to the bus*					
				Total Points for the Day	

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

- *Recording the length of time a student engages in a particular behavior.*

  Some behaviors are best monitored by keeping track of the amount of time a student engages in those behaviors. Generally, this is the case when the student's goal is not only to reduce the frequency of a behavior, but also the duration. For example, if a student engages in lengthy and frequent crying bouts, the goal might be to become more self-sufficient, to learn self-control, or to act more grown up. Monitoring only the number of times the student cries may not be sufficient to determine whether the student is meeting the goal. Six short sniffly incidents would appear far worse than two hour-long sobbing jags if only frequency were counted.

  Duration can be monitored by starting a stopwatch any time the student engages in the inappropriate behavior, stopping the watch when the behavior ceases, and restarting it if the inappropriate behavior begins again. If the watch is not reset at zero, the total amount of time engaged in the inappropriate behavior will be recorded cumulatively throughout the day. The student would earn points when the total time of inappropriate behavior is below a predetermined amount. Because this type of monitoring system is labor intensive, it is recommended that other methods be explored when possible.

- *Counting a permanent product.*

  This procedure is used primarily in interventions that involve work completion. To monitor the desired behavior, the teacher counts the number of assignments or problems completed in a specified period of time.

  If this procedure is used, points are generally based on the amount of work completed. The system should be set up so the student experiences success. If the student rarely completes an assignment, do not implement a system that requires getting *all* assignments in during the week, or even in a day. Instead, award points for each half assignment completed, or for the number of problems completed. If the system is established so the student experiences success, the student begins learning that success feels good. The criterion for success should be gradually increased as the student gains competency.

Because some students may focus solely on work completion and neglect *quality*, the system should specify that points will be earned not only for quantity of work completed, but also for quality. Expectations need to be clear in terms of correctness and neatness. The criterion for each of these should be based on what the student can reasonably do. A copy of acceptable work done by the student can be used as a model in regards to "neatness." The criterion for correctness might be 80%, 90%, or even 100% with opportunities to correct errors. Points are awarded for work when all errors have been corrected and the neatness criterion has been met. The fact that work will not earn any points until it has met quality expectations reduces the chance that the student will rush just to get the work done.

ii. Identify a menu of possible rewards or privileges.

Once the monitoring system has been designed, identify a menu of possible rewards and privileges tailored to the interests of the student. Observe what the student does. If the student gravitates to certain peers, she might earn time to play a game with a classmate. If the student likes certain toys, she might earn time to play with them. If the student craves adult time, she might earn time to help the teacher in the classroom. If the student is the youngest in a family, she might enjoy reading to a younger child. Anything that the student appears to enjoy is potentially a reinforcer. Include options that can be earned quickly, as well as those that might take longer to earn. Once several ideas have been generated, the list can be expanded by brainstorming with the student.

Mr. Dreyer: *Finding reinforcers for Tracy may be hard. She doesn't seem to be interested in anything.*

Counselor: *Is there something you notice her watching? Is there anything she seems to like doing?*

Mr. Dreyer: *She doesn't do much ever. She just sits when we have free time. I have noticed her watching when the other kids come up to get fancy pencils that they've earned by reading at home. Tracy might be interested in a fancy pencil.*

Counselor: *It's worth a try. How about other things? I know Tracy doesn't have access to many of the things that other kids have.*

Mr. Dreyer: *Well, the girls seems to be into those slap bracelets and neon headbands, and I've seen a lot of them bring some tiny little plastic ponies to school.*

Counselor: *Good. How about activities she might enjoy?*

Mr. Dreyer: *Oh, boy. I don't know. She is so passive, it is hard to second guess what she might enjoy. My guess is that she has never played a game with an adult. How about playing Candyland® with someone?*

Within minutes Mr. Dreyer and the counselor have a beginning list—fancy pencils, headbands, little ponies, slap bracelets, playing a game with the teacher, first in line for lunch, lunch with the teacher, and lunch with the counselor.

The list of possible reinforcers is endless. Many do not require purchasing tangible rewards. Privileges and responsibilities are often as powerful as things. Ideas for reinforcers include:

- A certificate signed by the principal.
- A homework pass (a chance to not do one assignment).
- Calling the student's grandmother with a good report.
- An activity at home, like playing a game with mom.
- Five minutes to play outside.
- Ordering a pizza.
- Getting to be a messenger.
- Posting the student's completed assignments.
- Making cookies after school in the home ec. room.
- Compiling a "Completed Work Folder."
- Tutoring a younger student.

iii. Determine how many points will be required for the student to earn each reward or privilege.

The monitoring system, the amount of time and effort required of the student, the sophistication of the student, and the value of the reinforcer in terms of cost and/or adult time required should all be considered when determining how many points are needed to earn a reinforcer.

Tracy's teacher and counselor look over their list of possible reinforcers and decide to ask Tracy to help brainstorm other possibilities. To help establish point values for different reinforcers, Mr. Dreyer and the counselor look at Tracy's monitoring system (refer back to Figure L-8) and discuss reasonable expectations for Tracy.

Mr. Dreyer: *Let's see. Tracy can earn five to ten points each day for transitions that range from 'fine' to 'energetic.'*

Counselor: *This change is going to be rough. She has been moving slowly all day, every day, for who knows how long.*

Mr. Dreyer: *Do you think Tracy could earn something with only four or five points?*

BEST COPY AVAILABLE

Counselor: *I'd like to see quick success.*

Mr. Dreyer: *If we use little prizes, will it be hard to fade later?*

Counselor: *I think we'll need to be careful. If we structure this so that Tracy can have a lot of success early on, later we can start getting her to focus on other transition times. We can also move her off the tangibles and get her to work for responsibilities. Right now, you couldn't give her any responsibilities—like passing out papers—because it would take too long.*

Mr. Dreyer: *Good. Then I think a fancy pencil, a snap bracelet, or one of those small toy ponies should be worth four points. Maybe a headband or having lunch or playing a game with me could be ten points.*

Counselor: *That gives us some good guidelines. Let's put the list of reinforcers in order from low cost to high cost so Tracy can see how this works. We can fill in the details with Tracy.*

As the details of the intervention are worked out, the following guidelines may help prevent problems often found in reinforcement systems:

- Reinforcers should be quickly earned in the initial phases of the intervention. The student should view the behavior goal(s) and the criteria for earning reinforcers as achievable. When presented with the system, the student should be thinking, "I could do that." A common error is to design a reinforcement system that requires the student to make large and fairly immediate changes in behavior. If the system is too difficult, the student may not try or may not be able to sustain the effort.
- Reinforcement menus are useful so that the student has a variety of reinforcers to choose from. However, if the student is likely to select reinforcers that will take too long to earn, structure an initial menu of only easy-to-earn reinforcers. As the student gains sophistication, bigger reinforcers can be added to the menu.
- If the student shows no interest in small reinforcers but needs fairly immediate gratification, structure a reinforcement ladder. This type of reinforcement system allows the student to earn smaller reinforcements on the way to her ultimate goal. As each reward is earned, the student does not "spend" points, but proceeds up the ladder accumulating points. Figure L-9 shows a reinforcement ladder.

Figure L-9

Pizza with the principal	100 points
Read to the kindergarten students	90 points
Line leader for the day	80 points
Pick a prize	70 points
Run off papers	60 points
Certificate from the principal	50 points
Line leader for the day	40 points
Pick a prize	30 points
Run off papers	20 points
Read to the kindergarten students	10 points

- Avoid putting time limits on what the student must do to earn reinforcers. Allowing students to accumulate points over time is far more powerful. Systems that involve a certain number of points by the end of the day or by the end of the week have some inherent weaknesses. They tend to be too inflexible. When a student must get five homework assignments completed in a week to earn a reinforcer, the student who completes four assignments may feel discouraged if he has to begin over again the next week. Time limits also create problems if the student starts out unsuccessfully. The student may realize early in the week that success is not possible no matter how well he does the rest of the week. Reinforcement systems must have "forgiveness" built in. A bad day or a bad hour should not overshadow efforts, negate previous effort, or eliminate reinforcement for future effort. Credit should always be given for success the student has achieved.

e. Specify consequences for misbehavior if necessary.

ONCE THE REINFORCEMENT system has been mapped out, determine whether the teacher will need to respond to any possible misbehavior. When the goal of the intervention is to encourage or increase appropriate behaviors, this step may be unnecessary. However, if the student needs to eliminate or reduce an inappropriate behavior as well as learn more responsible behaviors, the teacher may also need to implement consequences. Any consequences must be delivered calmly and consistently.

If a student has difficulties with fighting, the reinforcement system might reward the student for cooperation or self-control. At the same time, if the student engages in fighting, the teacher needs to be prepared to respond. There are only four major ways to respond to misbehavior: (1) to provide corrective feedback, (2) to ignore the behavior, (3) to implement classroom consequences, or (4) to implement out-of-class consequences. If the student is unaware of the misbehavior or does not know the behavior is inappropriate, respond with corrective feedback. If the misbehavior does not interfere with teaching, consider ignoring the misbehavior. If the misbehavior cannot be ignored, implement a mild classroom consequence such as a one minute time-out or one minute of recess time owed, etc. (For more detailed information, see Intervention N: *Classroom Management Strategies* or Intervention P: *Borderlines and*

Consequences.) If the misbehavior is highly disruptive, physically dangerous, or involves outright insubordination, implement out-of-class consequences that have been arranged in advance. (See Intervention A: *Managing Physically Dangerous Behavior* and Intervention B: *Managing Severely Disruptive Behavior.*)

Counselor: *Since Tracy's intervention plan focuses strictly on getting her to move faster, I don't see any need to talk about consequences for misbehavior.*

Mr. Dreyer: *I don't either. If we can just get her to move . . . .*

f. Summarize the reinforcement system and review the procedures.

AT THIS POINT, the intervention plan should include objectives for improved behavior, a monitoring system, possible reinforcers, point values for the reinforcers, and specification of consequences if needed. Summarize the plan and then try to anticipate any possible glitches. Ask "What if . . . ?" type questions.

Counselor: *So far, we have a very workable system. Tracy's objective will be to make improvements in the five critical transition times. I will work with her on how to make an "energetic" transition. Can I meet with Tracy from 10:00 to 10:15 on Monday, Wednesday, and Fridays?*

Mr. Dreyer: *Any time would be fine.*

Counselor: *Good. I'll put it on my schedule, and I'll plan to pick her up. She will be able to earn one to two points for each appropriate transition during the day, and points will be traded for the various objects and privileges we identified. Now, let's talk about problems that could occur.*

Mr. Dreyer: *We might have a hard time determining what a "fine" transitions is, and what an "energetic" transition is.*

Counselor: *Yes, that could be a problem. Let's schedule Tracy's first practice session with me when you can be there. We can practice rating with Tracy's assistance. What else?*

Mr. Dreyer: *What if Tracy disagrees with my evaluation? I don't want to argue about it.*

Counselor: *Actually, that does occur fairly often. We can plan for that by having a time for you to debrief with Tracy. We can let Tracy know that time has been set aside for her to discuss how things are going—both good and bad. Then, if she has a problem with one of your ratings, you can tell her that you would be happy to talk about it during your discussion time. Something else we might consider down the road is a self-monitoring system.*

The more time spent mentally rehearsing how the system will work, the greater the likelihood that glitches will be found and remedied before an otherwise strong intervention is sabotaged.

g. Identify ways to determine whether the intervention is helping the student reach her goal(s).

THIS STEP IN intervention planning is accomplished via the monitoring system, which provides an ongoing record of student progress. Keep dated records so that student progress can be analyzed and the system periodically adjusted.

h. Identify procedures for increasing the sophistication of the system.

WHEN A REINFORCEMENT system is successful, it needs to be gradually modified so the student becomes motivated by reinforcers that are part of the teacher's daily routine and inherent in the classroom atmosphere—praise, positive interactions, notes on papers, grades, self-satisfaction, etc. The most important concept in increasing sophistication is the word "gradual." One of the most frequent errors in using reinforcement systems is to abruptly change the system when the student has been successful. In most cases, students quickly revert back to problem behaviors. The student must have a couple of weeks of success prior to any change in the system.

Mr. Dreyer: *I am very excited about this plan. However, I am still a little concerned about how we might get Tracy off of it if it does work. I've worked with a lot of kids who do fine on a reinforcement system, but who just don't want to work when we remove it.*

Counselor: *Let's talk about some ways we can adjust the system so that Tracy begins to accept more responsibility. We can work the details out as we go, but this will help us set some direction for ourselves.*

Initially, allow the student to experience easy success (e.g., for at least of couple of weeks). The student needs to feel in control of the system before modifications are made. Then gradually adjust the criteria for earning reinforcers. This change can be made in several ways:

- Require more points to earn the same reinforcers or different reinforcers so the student needs to work for them for longer periods.

  Counselor: *After Tracy has been successful for a couple of weeks, we can begin working on delaying the reinforcers. Let's consider taking the little four point reinforcers off and adding other ten point items. Maybe we ought to leave the headband and some of the other things off the menu so we can add them later.*

- Change reinforcers. Reinforcers can be adjusted to reflect more and more natural reinforcers—moving the student from tangibles to taking pride in success and recognition.

Mr. Dreyer: *You also mentioned letting Tracy work for responsibilities.*

Counselor: *Yes, later we can add some responsibilities—like being a line leader or hall messenger. If we put high point values on those kinds of things, Tracy will see that responsibilities are major acknowledgments of growth and maturity.*

- Increase time intervals. If the student is earning points for demonstrating self-control during half hour intervals, the intervals might be increased to 45 minutes.
- Redefine expectations. For the student who aimlessly wanders around the classroom, the first expectation might be to stay in a specific work area. When the student has successfully met this expectation for a couple of weeks, the expectation might be changed to staying in his seat for specific amounts of time.

Mr. Dreyer: *I guess the other thing we will need to work on is generalizing our expectations. I get real excited about this and then I remember we're only focusing on five critical transition times.*

Counselor: *I know. We are talking about trying to help Tracy with a major life change here. It is going to be slow and laborious. But, can you imagine Tracy going through life moving at the rate she moves?*

Mr. Dreyer: *You are saying we need to be patient.*

Counselor: *Yes. We have a lot of years of bad habit to undo, and a lot of other new repertoires to teach Tracy. Later we can add other transitions. We can look at playground behavior and her rate of speech.*

i. Determine who will meet with the student.

ONCE THE SYSTEM has been carefully outlined, determine who will meet with the student to discuss her problem(s), goal(s), and the reinforcement system. This may include the interventionist, the teacher, adults who will be working with the student, and the parent(s). It is important to convene a group who will not overwhelm the student. If the student is likely to feel uncomfortable meeting with several adults, it may be best to select one person to meet with her.

Schedule the discussion for a time when everyone can be relatively relaxed. Prior to the discussion, the student's teacher should let the student know in private that the meeting is coming up and the goal of the meeting. By prearranging the meeting, the teacher can communicate that the discussion is important. It is not a punishment for past behavior, but an opportunity to set up a plan for the future.

Mr. Dreyer and the counselor decide to meet with Tracy together. Even though the counselor offers to take Mr. Dreyer's class, Mr. Dreyer decides that he would like the counselor's guidance as they work through the details of the reinforcement system.

Mr. Dreyer: *Tracy, as you know the class usually has to wait for you when we go to P.E., lunch, and so on. We've talked a lot about your needing to move faster. I know that's really hard for you, so I've met with our counselor and we've worked out a plan that we hope will help you. I'm very excited because I know that you'll be happier if you can learn to do things like the other kids do. We'd like to meet with you during P.E. to discuss the plan with you and to work out the details.*

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).

WHEN THE REINFORCEMENT system is introduced to the student, it is important to establish a sense of trust. The student should understand that this intervention is being initiated to assist her in efforts to be more successful. The student must understand the goal(s) of the intervention, the desired outcome, and the benefits.

Mr. Dreyer: *Tracy, I am glad that we can all meet. This morning I told you that we would like to work on a plan to help you move faster. Do you know why we would like to help you do that?*

Tracy: (Speaking very slowly . . .) *Yes, IIIII keeeeep eeeverrrryone wwwaitiiing.*

Mr. Dreyer: *Yes, Tracy that's part of it. But more importantly, I want you to be happy. I want you to feel like you are a part of my class, to work and have fun with the rest of us. Right now, you are always behind us. Would you like to work with us?*

Tracy: (Slowly moves her head and looks at Mr. Dreyer.)

Counselor: *Let us share what we have planned. Then you can let us know what you think about it.*

b. Describe the behavioral objective(s), any behavioral lessons that might be given, the reinforcement system planned, and any consequences that might be used as part of the plan.

WHEN EXPLAINING THE system to the student, be as clear as possible. When identifying the expectations or the objective(s) of the plan, model the expected behavior(s) and have the student role play or verbally rehearse what she will be asked to do.

As much as possible, engage the student in planning the system. Invite the student to take part in the discussion. Ask if she has suggestions to make, questions, or concerns. Provide suggestions for reinforcers and then brainstorm other ideas with the student. Explain to her that in brainstorming you want as many ideas as possible so it is important not to evaluate suggestions regardless of how crazy or impossible they might seem. When the list is completed, help the student select reinforcers that are feasible. Have the student help put point values on reinforcers. The more engaged the student is in the discussion and final planning, the greater the likelihood that she will take ownership of the plan.

Counselor: *Tracy, the first thing we would like to work with you on is getting ready and getting in line for recess, lunch, P.E., and the bus. What do the other kids do when you make them wait?*

Tracy: *Ttttthhheyyyy geeeet mmmmaaad.*

Counselor: *Yes, they do. Would you like the other kids to be nicer to you?*

Tracy: (No response.)

Counselor: *Tracy, you are a very smart girl, and you are a nice girl. I know that a lot of things would be better for you if you could move a little faster. And I know that you can. We just need to help you change some habits you've developed. I'm going to meet with you three days a week to help you practice putting your things away and getting into line as quickly as possible.*

Mr. Dreyer: *Because this will be hard for you, we would like you to be able to earn points that you can trade for different things. What do you think?*

Tracy: *Wwhat could IIII earnnn?*

Mr. Dreyer: *We thought of . . . . Are there other things you would like?*

Tracy: *A mmmillion dollllars.*

Mr. Dreyer: *Good. I'll put that down. What else?*

After brainstorming for a while, Mr. Dreyer lets Tracy know that the list will be used as they work on their plan. He tells Tracy that some things on the list are things she can work for as an adult—like the million dollars. He also explains that they will pick things for now that she can earn very quickly.

Next, Mr. Dreyer and the counselor show Tracy the monitoring system. Both the counselor and Mr. Dreyer model transition behavior that is "too slow," "too fast," "just fine," and "energetic." Both adults are relieved when Tracy smiles at Mr. Dreyer's "too fast" imitation. The counselor role plays various transitions and Tracy and Mr. Dreyer practice rating the transitions on a monitoring form. Finally, Tracy has an opportunity to role play various transitions as the two adults rate Tracy's performance. Mr. Dreyer is amazed that Tracy is able to engage in a "fine" transition.

BEST COPY AVAILABLE

Mr. Dreyer: *Tracy, I know you are going to be very successful. Somewhere, you learned this funny turtle behavior and it became a habit. I look forward to seeing you learn to be a regular kid. I think you're going to enjoy it!*

c. **Set up a schedule for any lessons and regular debriefings with the student.**

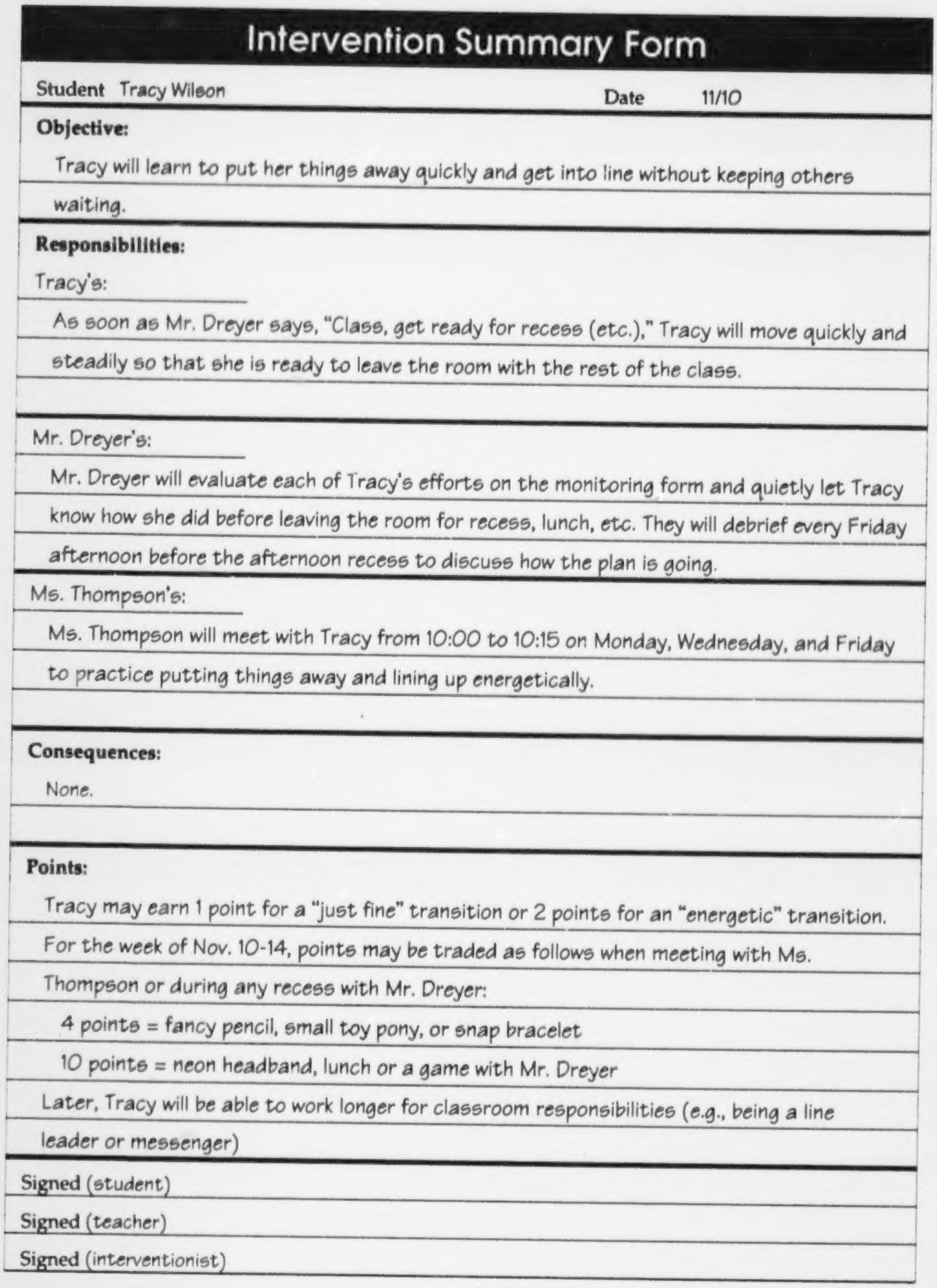
If the intervention requires that the student learn and practice a new behavior, short regular lessons should be scheduled with the interventionist, a teacher, a trained paraprofessional, or a volunteer. The more frequently the lessons can be scheduled, the faster the new behavior will be mastered. Lessons should include modeling and positive practice. See Intervention J: *Teaching Desired Behaviors* for more detailed information.

Counselor: *Tracy, Mr. Dryer has agreed to let me work with you on transitions every Monday, Wednesday, and Friday at 10:15. I think it will be fun.*

d. **Review everyone's roles and responsibilities and write up the plan.**

AN EXAMPLE PLAN is illustrated on the "Intervention Summary Form" shown in Figure L-10.

Figure L-10



Intervention Summary Form

Student Tracy Wilson **Date** 11/10

Objective:

Tracy will learn to put her things away quickly and get into line without keeping others waiting.

Responsibilities:

Tracy's:

As soon as Mr. Dreyer says, "Class, get ready for recess (etc.)," Tracy will move quickly and steadily so that she is ready to leave the room with the rest of the class.

Mr. Dreyer's:

Mr. Dreyer will evaluate each of Tracy's efforts on the monitoring form and quietly let Tracy know how she did before leaving the room for recess, lunch, etc. They will debrief every Friday afternoon before the afternoon recess to discuss how the plan is going.

Ms. Thompson's:

Ms. Thompson will meet with Tracy from 10:00 to 10:15 on Monday, Wednesday, and Friday to practice putting things away and lining up energetically.

Consequences:

None.

Points:

Tracy may earn 1 point for a "just fine" transition or 2 points for an "energetic" transition. For the week of Nov. 10-14, points may be traded as follows when meeting with Ms. Thompson or during any recess with Mr. Dreyer:

4 points = fancy pencil, small toy pony, or snap bracelet

10 points = neon headband, lunch or a game with Mr. Dreyer

Later, Tracy will be able to work longer for classroom responsibilities (e.g., being a line leader or messenger)

Signed (student)

Signed (teacher)

Signed (interventionist)

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

e. Conclude the meeting with words of encouragement.

Counselor: *Tracy, I appreciate the way you took part in this meeting. You were very grown up. I know that it won't be long before you'll be feeling very good about your accomplishments. You did great when we were practicing. I think this plan is going to be great fun.*

Step 3 Implement the plan.

a. Get started.

b. Provide continued support and encouragement.

WHEN WORKING WITH the student on a daily basis, provide positive feedback if the student demonstrates the desired behavior(s)—especially without prompting. Feedback should focus on appropriate behavior. Avoid comments that remind the student of any negative behavior. Rather than saying, "Nice job, Tracy. You didn't keep the class waiting before lunch," focus on the goal behavior. "Tracy, nice job. You put your things away fairly quickly and lined up with the class. You've earned another point."

c. Meet again during the first week of the plan to make any necessary modifications.

IF THE SYSTEM is working, celebrate the student's success and leave the system alone for another week or so. If the system is not working, try to determine where the problem(s) are and revise the system. The following questions may help pinpoint problems:

- Is the student getting too much attention from the teacher and/or peers for exhibiting the problem behavior(s)? If so, see Intervention O: *Increasing Positive Interactions.*
- Does the student understand the system? To check, ask the student to explain the system or show you what must be done to earn the reinforcer.
- Does the student care about the reinforcers that have been identified? Brainstorm other alternatives with the student. If the student is only interested in big reinforcers, consider a reinforcement ladder (detailed previously in this intervention).
- Is the system designed so the student has little chance of success? Check whether the reinforcer(s) take too long to earn so that the student is not able to experience success. If so, adjust the system. Check whether the behavioral expectation requires too big a change at once. If so, adjust the system.

d. Periodically evaluate and revise the plan, eventually fading the system.

ONCE THE STUDENT has experienced success for at least two weeks, consider making gradual adjustments. The following list summarizes ways that reinforcement systems can be faded:

- Change reinforcers to reflect increasingly natural reinforcers (i.e., privileges and responsibilities).

- Require more points for the same or different reinforcers.
- Increase the amount of time the student needs to work to earn the reinforcers.
- Redefine expectations.
- Increase intervals of time by increasing the number of points to earn more sophisticated reinforcers.
- Increase the sophistication of reinforcers.

Any time the system is changed, the student should be informed in advance. Emphasize the student's success and sense of accomplishment. This will help the student accept the change and take pride in the fact that the system is requiring more of the student.

> Mr. Dryer: *Tracy, you are doing such a great job moving energetically when it is time to line up. You should be very proud of yourself. In another week, we are going to make it just a little bit harder. I think you are getting really close to being able to move energetically to reading group. In fact, I have already noticed you do it on your own occasionally. Would you like to add that into your system next week?*

Each time the system becomes more sophisticated, plan to increase the amount of praise and attention the student receives. Help the student recognize that she can be successful even when the expectations are harder. Positive feedback will help the student internalize the positive behavior. "Yes, I am more responsible. Yes, I am more capable. Yes, I am growing up!"

If the student's behavior deteriorates following a change in the system, the change may be too big or too abrupt. Give the student the option of going back to the plan as it was previously implemented. Once the student has experienced a couple more weeks of success, introduce another very gradual change.

Continue adjusting the system until the student engages in positive behavior with reinforcers that approximate the natural reinforcers found in the classroom. Eventually, give the student the option of discontinuing the system.

> Mr. Dreyer: *Tracy, I am so proud of you. You have made so much progress this year. Do you remember how you moved at the beginning of this year?*
>
> Tracy: *Yeah.*
>
> Mr. Dreyer: *I think you have grown so much, you may not need those points anymore. You get to enjoy so many responsibilities. We'll talk tomorrow and you can let me know whether you think you need the old system anymore.*

If the system has been carefully designed and adjusted, students usually volunteer to go off the system. If the student isn't ready to let the system go, she may need the continued structure. The system can be continued, with more and more refinements, until the student is actually working for natural reinforcers found in the classroom environment.

Changing behavior is a difficult process. The student will need continued positive feedback throughout the fading process. Once the student has begun achieving the goal(s), it is very easy to take appropriate behavior for granted. However, the student will have made a major change and periodic check-ins from the interventionist let the student know that the support required for long-term success is always available.

Conclusion

Structured Reinforcement Systems is a time-consuming and intrusive behavioral intervention. However, if problems have been resistant to simpler solutions a reinforcement system has a high probability of motivating the student to improve his or her behavior. Initially this occurs because the student wants to earn the reinforcers, but as the student experiences a sense of satisfaction, more intrinsic motivational forces have an impact on the student's behavior. Success tends to foster success. The purpose of a structured reinforcement system is to get the process started quickly and help make improvements permanent.

References

Broughton, S.F. & Laltey, B.B. (1978). Direct and collateral effects of positive reinforcement, response cost, and mixed contingencies for academic performance. *Journal of School Psychology, 16,* 126-136.

Deci, E.L. (1975). *Intrinsic motivation.* New York: Plenum Press.

Haywood, H.C. (1971). Individual differences in motivational orientation: A trait approach. In H.I. Day, D.E. Berlyne, & D.E. Hunt (Eds.), *Intrinsic motivation: A new direction in education* (pp. 113-127). Toronto: Holt, Reinhart & Winston.

Malouf, J.C. (1983). Do rewards reduce student motivation? *School Psychology, 65,* 202-210.

O'Leary, K.D. & Drabman, R. (1971). Token reinforcement programs in the classroom: A review. *Psychological Bulletin, 75,* 379-398.

Repp, A.C., Barton, L.E., & Brulle, A.R. (1983). A comparison of two procedures for programming the differential reinforcement of other behaviors. *Journal of Applied Behavior Analysis, 16,* 435-445.

Switzky, H.N. (1985). Self-reinforcement schedules in young children: A preliminary investigation of the effects of motivational orientation in instructional demands. *Reflections of Learning Research, 1,* 3-18.

Weiner, B. (1984). Principles for a theory of student motivation and their application within an attributional framework. In R.E. Ames & C. Ames (Eds.), *Research on motivation in education: Student motivation* (Vol. 1, pp. 15-38). New York: Academic Press.

Worrall, C., Worrall, N., & Meldrum, C. (1983). The consequences of verbal praise and criticism. *Educational Psychologist, 3,* 127-136.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Structured Reinforcement Systems.* These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 *Develop a plan for using Structured Reinforcement Systems.*

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Identify specific behavioral objective(s).	
c.	If the behavior is not currently in the student's repertoire, design lessons to teach the student the appropriate behavior. *NOTE: See Intervention J: Teaching Desired Behaviors.*	
d.	Design a reinforcement system. i. Design a method for monitoring student behavior(s) and counting points. ii. Identify a menu of possible rewards or privileges. iii. Determine how many points will be required for the student to earn each reward or privilege.	
e.	Specify consequences for misbehavior if necessary.	
f.	Summarize the reinforcement system and review the procedures.	
g.	Identify ways to determine whether the intervention is helping the student reach her goal(s).	
h.	Identify procedures for increasing the sophistication of the system.	
i.	Determine who will meet with the student.	

The Summary Record (cont'd)

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Describe the behavioral objective(s), any behavioral lessons that might be used as given, the reinforcement system planned, and any consequences that might be used as part of the plan.	
c.	Set up a schedule for any lessons and regular debriefings with the student.	
d.	Review everyone's roles and responsibilities and write up the plan.	
e.	Conclude the meeting with words of encouragement.	

Step 3 Implement the plan.

		Notes
a.	Get started.	
b.	Provide continued support and encouragement.	
c.	Meet again during the first week of the plan to make any necessary modifications.	
d.	Periodically evaluate and revise the plan, eventually fading the system.	

Behavior Monitoring Form

Week of ______________________________

Name				Behavior				Date	
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

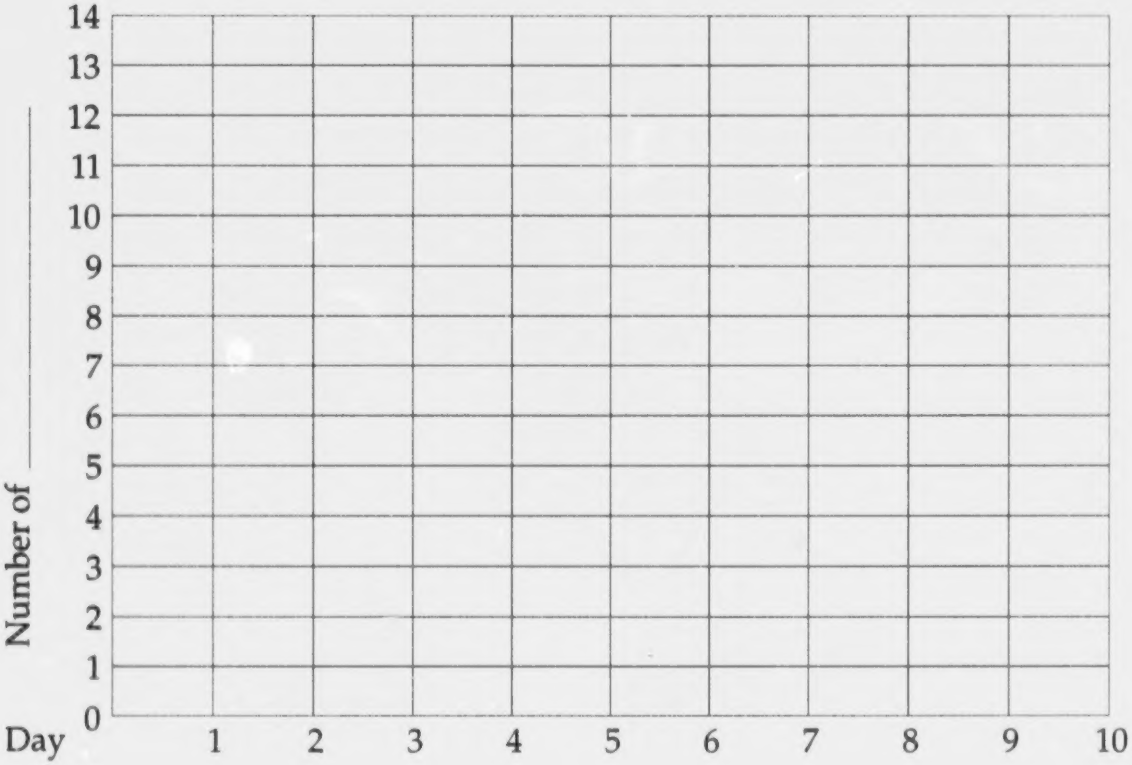
Name				Behavior				Date	
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Name				Behavior				Date	
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Name				Behavior				Date	
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Name				Behavior				Date	
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Behavior Charting Form



Behavior Monitoring Form

Name								Date		
Goal										
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10
Time										
Positive	1	2	3	4	5	6	7	8	9	10
Negative	1	2	3	4	5	6	7	8	9	10

Behavior Monitoring Form

Name Week of

Goal Rating + -

Time Period	M	T	W	TH	F
Number of Points Earned					

Behavior Monitoring Form

Name Date

Goal

Time										
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

Behavior Scale

Behavior					
Date	____	____	____	____	TOTAL
1.					
2.					
3.					
4.					
5.					
				Total Points for the Day	

Behavior					
Date	____	____	____	____	TOTAL
1.					
2.					
3.					
4.					
5.					
				Total Points for the Day	

Behavior					
Date	____	____	____	____	TOTAL
1.					
2.					
3.					
4.					
5.					
				Total Points for the Day	

Intervention Summary Form

Student Date

Objective:

Responsibilities:

Consequences:

Points:

Signed

Signed

Signed

INTERVENTION

M

Managing Stress

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Managing Stress

The teacher(s) feel anxious, worried, discouraged, or angry about a student or students.

To assist **TEACHERS** with problems associated with:

- Teacher Burn Out
  - Overload
  - "I can't handle one more thing."
  - Fatigue
- Out of Control Classrooms
  - Reputation of "The Bad Class"
  - High frequency of office referrals
- Frustration
  - Low tolerance to frustration
  - Stress from handling a difficult student or students

BEST COPY AVAILABLE

Introduction

This intervention helps teachers reduce their level of stress. Though especially helpful for teachers who are feeling burned out, irritated, or tense, *Managing Stress* provides procedures that can help anyone approach the day less harried and more relaxed. *Managing Stress* is an appropriate intervention when a student or students is driving a teacher nuts. It is an appropriate intervention when it is hard to imagine doing anything more to help students improve their behavior. It is an appropriate intervention when the teacher wants to feel less burdened by the pressures of teaching.

Thoughts a teacher might have if "stressed out" include:

- "I am always exhausted."
- "I have to admit, I just don't like this kid."
- "How can I be expected to do any more? I have twenty-five other students in the room."
- "They make me so mad. It's impossible to remain calm."
- "I just want that student out of my room!"
- "There isn't enough time to get anything done."

Rationale

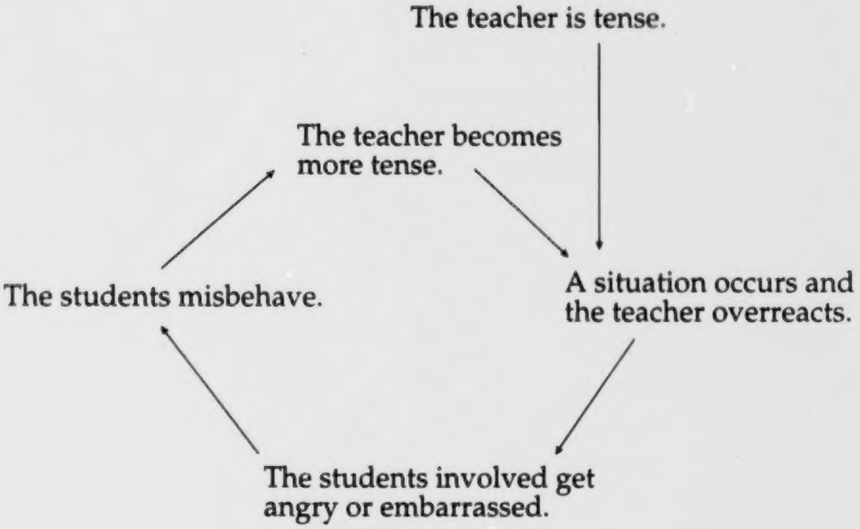
When people are overly tense, they are rarely at their best. This is true whether teaching, studying, or engaging in physical activities. A talented baseball player knows that he is going to be scouted by a professional baseball team, so he worries for days about how he will play. As each day passes, the player becomes more and more agitated. By the time the scout arrives, the player is so tense that he makes errors in his fielding and strikes out every time he goes to bat. As the game proceeds, his play gets progressively worse. Everyone has had this phenomenon happen to them in one form or another.

Tension can also build for teachers. This can occur when dealing with a difficult student or group of students. Sometimes, students who have been neglected or abused at home create volatile and punishing situations at school. If students come from an environment where they have no power, they may learn to use misbehavior as a way to demonstrate their influence on adults. "Look how mad I can get the teacher. I wonder how mad I can make her tomorrow." Upsetting the teacher becomes a game. If several children in the classroom are distrustful of adults, the game can turn into a conspiracy, with the teacher becoming more and more tense as the year wears on.

For various reasons, teachers sometimes find themselves in a destructive cycle of tension. "Mr. Mallory" wakes up in the morning dreading having to face another day with "Toby." "If Toby just wasn't in my class, life at school would be so different." Going through morning routines and driving to school, Mr. Mallory imagines all the awful things that are likely to occur that day. By the time his students arrive, Mr. Mallory is already tied in knots. Jessica passes a note to Matt, and Mr. Mallory hits the ceiling—blowing the situation out of proportion and embarrassing Jessica and Matt in the process. Both students end up feeling angry, and spend the day trying to "get back" at Mr. Mallory. The war is on—teacher vs. students, a vicious and destructive cycle (see Figure M-1).

BEST COPY AVAILABLE

Figure M-1


The teacher is tense.
The teacher becomes more tense.
The students misbehave.
A situation occurs and the teacher overreacts.
The students involved get angry or embarrassed.

Regardless of the initial causes, teacher stress can result in a worsening situation. Strategies in *Managing Stress* help teachers relax, enjoy teaching more, and increase their effectiveness when implementing interventions with at-risk students.

The Stress Reduction Menu: A Resource for Teachers and Interventionists

The following menu of stress reduction techniques provides a series of procedures to consider when dealing with the daily pressures of teaching. For some situations a combination of two or three techniques may be effective.

Stress Reduction Menu

1. Confidential Journal
2. Working on a Balanced Lifestyle
3. Deep Muscle Relaxation
4. Restructuring Self-Talk
5. Visualization Practice
6. Identifying Student Strengths

1 Confidential Journal

Allocate a few minutes, at the end of each day, to write in a journal. Write in a stream of consciousness. Include challenges, frustrations, concerns, doubts, questions, and successes. This process has many benefits:

- It can help you sort out problems. Often the process of writing has a clarifying effect. Complex situations that seem overwhelming often become clear as they are described in writing.
- It can provide an emotional release. Annoying or disturbing situations can be put to rest when you have an opportunity to express your feelings, doubts, and frustrations.
- It can help you recognize successes.
- It can give closure to the day. Once a journal entry is completed, put the school day aside for the rest of the evening. This can help you avoid churning things over and over and begin the next day with a fresh start.

Journals *must* be confidential. A journal is not a formal record of events; it is a process for sorting through the day. You don't need to be objective, fair, consistent, or diplomatic in your writing. In some cases, you may even use the process of writing to vent frustration or anger. Because your reflections may include subjective thoughts, the journal should be kept in a locked drawer or file. Leaving the journal where a student or colleague might read it could cause hurt feelings or serious repercussions.

2 Working on a Balanced Lifestyle

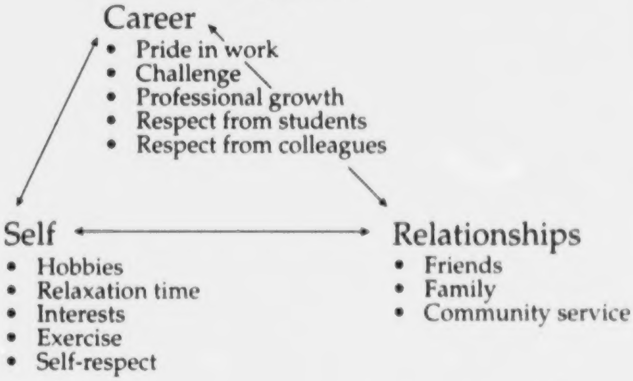
Teaching can be an entirely absorbing profession. Boredom is rarely a problem. There is always something more that can be done. Educators often thrive on total engagement. While this can be positive, making work more productive and fulfilling, immersion in teaching can also become obsessive. Trying to do everything can result in feeling overwhelmed. When a problem occurs, it is easy to become consumed. Problems and overwork can build until worry and stress are severe and debilitating.

> "I am spending virtually every waking moment working. I don't spend time with my husband. I don't even go to church anymore. There is no way I can possibly do any more."

> "Alex and Vanessa have the entire class under their control. They clown around. They are smart-mouthed. They do things, and you can see them looking around for approval from the rest of the kids. I don't feel like I can teach. My stomach is in knots. I go out to dinner, and all I can think about is what happened that day, what I should have done, what I'm going to do if . . . . I go to bed thinking about this class and I wake up thinking about it."

The concept of a balanced lifestyle is based on the idea that three aspects of life—career, relationships with others, and one's own self—should be nurtured (see Figure M-2). If any one aspect becomes too consuming, it takes away from the others, potentially throwing all aspects of life out of balance. For example, if a person is so wrapped up in work that he ignores his family, this can eventually lead to strife and turmoil at home, which in turn can affect performance at work. An unhealthy commitment to work can eventually reduce effectiveness on the job.

Figure M-2


Career
• Pride in work
• Challenge
• Professional growth
• Respect from students
• Respect from colleagues
Self
• Hobbies
• Relaxation time
• Interests
• Exercise
• Self-respect
Relationships
• Friends
• Family
• Community service

Because stress and burn out are potential hazards of teaching, it is wise to occasionally check the balance in your life. Ask yourself the following questions:

- How much time do I have each day that is not devoted to teaching?
- Do I have time for interests outside of teaching?
- Do I have time to devote to important relationships in my life?

If you are concerned about any of your answers, examine the time you devote to professional responsibilities. Consider the amount of time you want to spend doing things other than teaching. Set up a schedule of your time outside of school hours. Then do yourself a favor. Put teaching aside during the time you set aside for yourself and for your important relationships.

3 Deep Muscle Relaxation

Teaching can be an exhausting profession. Work may include hard-to-teach students, large class sizes, administrative pressures, demanding parents, a shortage of materials, and/or a continual lack of time. Each of these factors can lead to stress and teacher burn out.

Though people tend to associate tension with a state of mind, it is also related to the physical state of the body. As teachers try to respond to the pressures of the day, it is common for muscles to become more and more tense. Physical tension can drain one's energy until patience wears thin and little is accomplished. As stress builds, it becomes more difficult to keep classroom problems in perspective. This carries over into the rest of life, and has a major impact on general health and well-being:

- "I am exhausted by the end of the day."
- "I can't stay calm. I'm a nervous wreck."
- "Sometimes I find myself yelling about little things."
- "It is hard to ever feel rested."
- "I can hardly wait until vacation."

The above comments are common for those working in schools under challenging, complex circumstances. If you identify with any of these comments, consider learning deep muscle relaxation techniques. Try the following experiment:

> While reading this passage, tense as many muscle groups as possible. Tense the muscles in both feet. Tense your legs and buttocks. Tense your torso, arms, neck, and face. While keeping your entire body tense, visualize a child engaging in an annoying behavior. Imagine how you might handle the problem.

If you are like most people, little productive thought can occur when your body is needlessly tense. Additionally, it is probably hard to imagine being very patient with a student doing something annoying when your body is tense. Though this experiment may seem artificial, teachers are sometimes *unconsciously* tense in the same way you were *consciously* tense. When there is a sense of emotional exhaustion or fatigue at the end of the day, excessive physical tension may have been building throughout the day.

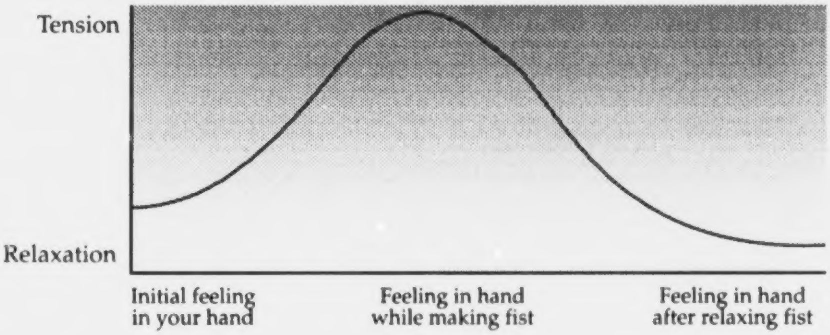
Relaxation is not a mystical phenomenon. It involves knowing how to relax your muscles. However, learning this physical skill is like learning any new skill. It requires daily practice. Like learning to ride a bike, it is initially awkward; however, once learned, deep muscle relaxation can be a valuable life-long skill. Learning to relax can increase your effectiveness with students, your enjoyment of teaching, and your appreciation of each day.

To learn deep muscle relaxation, follow these procedures:

1. Learn to tense and relax your muscles.
    - Put one hand in your lap or on a table.
    - Concentrate on how your hand feels.
    - Make a fist. Squeeze for five seconds.
    - Concentrate on how the muscles feel.
    - Slowly unclench the fist.
    - Relax the muscles so there is no tension in your hand.
    - Concentrate on how the muscles feel.

    Figure M-3 illustrates what you have just experienced. Note that the tension level goes up when you make a fist and then drops to a lower level of tension as you release the fist. In the following exercises, you will do this with each muscle group in your body. By consciously tensing and relaxing your muscles, you can learn to reduce tension.

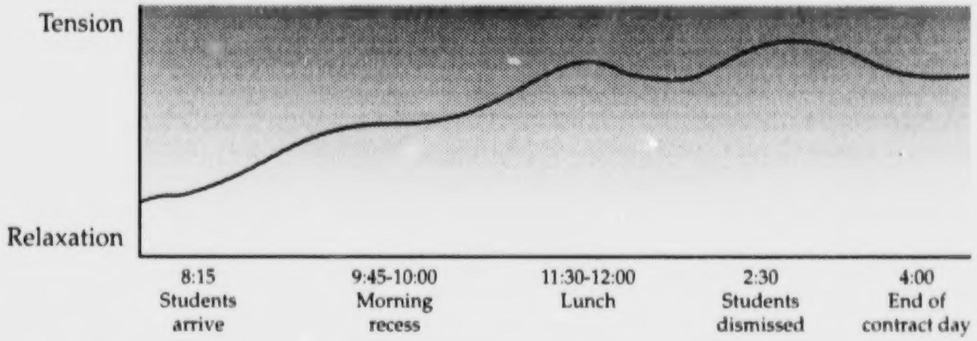
Figure M-3



2. Schedule daily practice sessions.

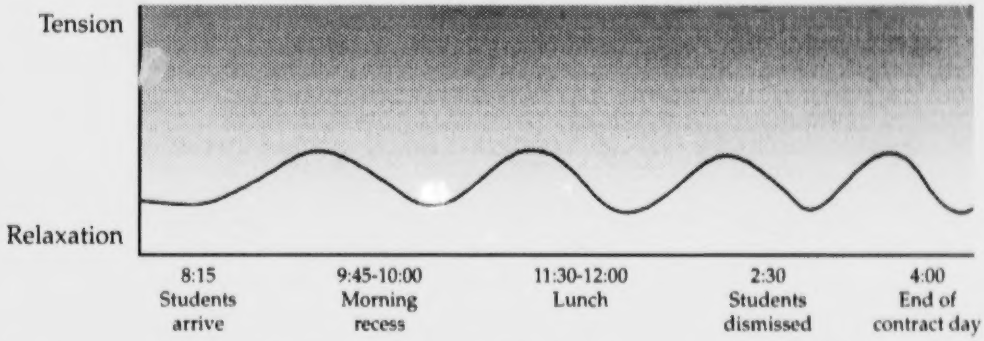
   Two scripts are provided at the end of this section of the intervention booklet to guide your daily practice sessions. These sessions should be conducted in a quiet place, as free from interruptions as possible. Plan on one to three sessions daily for three to five minutes each. Practice can be scheduled before school begins, during breaks, or as soon as school is out. If you tend to have hectic breaks—running off papers, making phone calls, grabbing a cup of coffee, etc.—schedule a relaxation exercise during part of the break. By trying to do a million little tasks during your break, you may actually end up being more tense after your break than before. The visual in Figure M-4 shows the levels of tension for a person who has not been able to relax during breaks.

Figure M-4



While the person illustrated in Figure M-4 generally becomes more tense as the day progresses, a person who schedules three specific times to do deep muscle relaxation will move through gentle peaks and valleys of tension following relaxation exercises (see Figure M-5). By the end of the day, this person may actually be more relaxed than at the beginning of the day.

Figure M-5



The person illustrated in Figure M-5 scheduled a three-minute relaxation exercise during morning recess, the lunch break, and again when the students were dismissed. The short, frequent breaks renewed the teacher's energy throughout the day. In each period after the relaxation exercises the teacher faced challenges calmly, presented lessons with a fresh perspective, and was able to focus concentration on the tasks to be accomplished.

3. Practice relaxation exercises by following a script.

   You may wish to make an audio tape of the two relaxation scripts found at the end of this section of the intervention booklet. The tapes can be played during your daily practice sessions, or you may prefer to read through the scripts, following each instruction as you read it.

   Script 1 teaches you to focus on each muscle group in the body by tensing a set of muscles then gradually relaxing those muscles. For people new to the process of deep muscle relaxation, this is the best script to start with. The contrast of feeling the muscles tensing and then relaxing is an important part of learning deep muscle relaxation. Use this exercise several times a day for a couple of weeks before using the second script. This process takes about five to six minutes.

   Script 2 is designed for people more experienced with deep muscle relaxation. This script goes straight to the relaxation step for each part of the body. This process takes about three minutes, but requires experience and practice to be as effective as the tension/release method described in Script 1.

   In both scripts, the relaxation process begins with the feet and progresses up to the head. You may wish to experiment by reversing the order, going from head to feet. There is no "right" or "correct" way to practice this skill. Your objective is to learn to relax the muscles of your body—thus reducing tension.

   With practice and experience, you will be able to use this skill without depending on the scripts or tapes. You can then use deep muscle relaxation while sitting in meetings, while standing in a check-out line at a store, or while waiting for your students to return from recess. Once the skill is mastered, you will be able to achieve a relaxed state within ten to thirty seconds.

4. Sit upright in a reasonably comfortable chair and begin the exercise.

Script 1—Muscle Relaxation

Think about the muscles in your feet. Slowly tense those muscles.
Hold for five seconds. 1, 2, 3, 4, 5.
Now slowly let those muscles relax. 1, 2, 3, 4, 5.
Let the muscles go until they are more relaxed than when you started.
Focus your attention on how those muscles now feel.

Now, do the same thing with your calves. Slowly tense those muscles.
Hold for five seconds. 1, 2, 3, 4, 5.
Now slowly let those muscles relax. 1, 2, 3, 4, 5.
Feel how relaxed your calves and feet are in this relaxed state.

Focus on your thighs. Slowly tense those muscles.
Hold for five seconds. 1, 2, 3, 4, 5.
Gradually let go of the tension.

Take ten seconds. Feel how relaxed your legs and feet are.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Now concentrate on your lower torso—stomach, lower back, and seat. Slowly tense those muscles.
Hold for five seconds. 1, 2, 3, 4, 5.
Gradually let go of the tension until there's no more tension in your lower torso.
Feel how relaxed your lower body is. Pay special attention to you lower back. Let those muscles release.

Now concentrate on your hands and arms. Make fists. Tighten your biceps and triceps.
Hold for five seconds. 1, 2, 3, 4, 5.
Gradually release. Let the tension go.
Let the muscles go until they are more relaxed than when you started.

Focus on your neck, shoulders, and chest.
Gradually tense up.
Hold for five seconds. 1, 2, 3 , 4, 5.
Release.

Concentrate on the muscles in your face.
Close your eyes as tightly as possible.
Scrunch up your face.
Hold for five seconds. 1, 2, 3, 4, 5.
Now let go. Relax those muscles.
Don't frown. Don't smile.
Simply relax those muscles.

Now take a few moments to concentrate on your breathing.
Breathe easy and evenly.
Each time you exhale, think about letting the tension in your muscles dissolve away.

Take ten seconds. Think about how relaxed your body feels.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Take a moment to enjoy this sensation and be aware that you can recreate this relaxed state at any time.
Now, begin the rest of your day.

Script 2—Muscle Relaxation
Think about the muscles in your feet. Now slowly let those muscles relax. 1, 2, 3, 4, 5. Let all of the tension drain from those muscles. Focus your attention on how those muscles now feel.
Now, do the same thing with your calves. Let those muscles relax. 1, 2, 3, 4, 5. Feel how relaxed your calves and feet are in this relaxed state.
Focus on your thighs. Gradually let go of the tension. 1, 2, 3, 4, 5.
Take ten seconds. Feel how relaxed your legs and feet are. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Now concentrate on your lower torso—stomach, lower back, and seat. Gradually let go of the tension until there's no more tension in your lower torso. Feel how relaxed your lower body is. Pay special attention to you lower back. Let those muscles release. (Pause.)
Now concentrate on your hands and arms. Gradually release for five seconds and let the tension go. 1, 2, 3, 4, 5.
Focus on your neck, shoulders, and chest. Release. 1, 2, 3, 4, 5.
Concentrate on the muscles in your face. Now let go. Relax those muscles. Don't frown. Don't smile. Simply relax those muscles. (Pause.)
Now take a few moments to concentrate on your breathing. Breathe easy and evenly. Each time you exhale, think about letting the tension in your muscles dissolve away.
Take ten seconds. Think about how relaxed your body feels. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Take a moment to enjoy this sensation. Now, begin the rest of your day.

4 Restructuring Self-Talk

- "I just don't know what to do."
- "These kids know how to get to me."
- "There is no way I could ignore the misbehavior."
- "Jason will never learn to be responsible for his behavior."

If you hear your own thoughts in the statements above, you may wish to consider working on restructuring your self-talk. Negative thinking is a natural response to problems, but it can perpetuate problems and build tension. Negative thinking can turn into a self-fulfilling prophecy. Each thought provides one more piece of evidence about how hopeless a situation is. "I just got upset again. See, there is no way that I can stay calm. These situations really get to me. I can't . . . ."

By restructuring your self-talk, you can help yourself develop positive expectations. This procedure is a conscious effort to frame every experience, whether positive or negative, as a learning experience. By thinking positively, you can actually convince yourself to act in ways that will reduce tension.

Consider how the different statements in Figure M-6 might influence one's sense of confidence and optimism.

Figure M-6

Negative Self-Talk	Positive Self-Talk
"I just don't know what to do with these kids."	"I don't know what to do, but I will find a solution."
"These kids know how to get to me."	"I am an adult, and I can stay calm."
"There is no way I can ignore Rick."	"When Rick is trying to bug me, I can pretend I don't even notice."
"Martha will never learn to be responsible for her behavior."	"Martha has to work very hard to be responsible. I will help her as long as it takes."

A positive outlook can make a tremendous difference in one's ability to deal effectively with a problem situation or a particularly challenging student.

To restructure your own self-talk, follow these procedures:

1. Schedule daily practice.

   If you decide that restructuring your self-talk can help you establish a more positive outlook, decide on specific times to make positive comments to yourself. You might want to begin each school day with one or two positive thoughts. Other natural times for structured positive self-talk are during breaks, as students are lining up, before the students return from lunch, as the day ends, and prior to going home.

   If you are writing each day in a journal (detailed in the first section of this intervention booklet), you might wish to conclude each entry with two to three positive statements. If you are working on deep muscle relaxation (detailed in the previous section of this intervention booklet), you might want to conclude each session with two to three positive statements. A few minutes of deep muscle relaxation followed by positive self-talk can help you prepare for the next part of your day.

2. Work actively to frame problems using positive self-talk.

   It is easy for educators to feel they need to be perfect. However, when working with people on a daily basis perfection is not a reasonable goal. When you have a problem, learn to frame it in a positive direction. For example, if you are trying to ignore a student's inappropriate behavior and have difficulty doing so, your positive self-talk might run as follows: "Even though Melissa is getting to me today, I am in charge. I can ignore her efforts to get attention negatively." Framing the situation positively helps you to think more productively about future interactions and leaves you dwelling on the positive.

5 Visualization Practice

If you are having difficulty working with a group of students or an individual, mentally rehearse successful responses to various situations, as follows:

- Identify situations that have caused problems in the past.
- Mentally rehearse how to handle the situation in the future.
- Visualize the entire situation in as much detail as possible.
- If visualization begins to veer toward a negative outcome, "rewind" the mental image and try again.

Visualization practice can be very productive at the end of the day. Replay actual situations from the day. If you handled a situation as planned, pat yourself on the back. If you are disappointed in a situation, mentally reset the scene and view yourself handling the situation more effectively. For example, if a student's behavior makes you angry, picture yourself ignoring the student and calmly continuing with your lessons, or quietly implementing consequences as necessary. (For more information on ignoring and implementation of consequences, see Intervention P: *Borderlines and Consequences*.)

Visualization is an efficient way to practice a new or difficult skill. Repeatedly visualizing yourself handling a complex situation well increases the likelihood that you will handle the real life situation more effectively.

6 Identifying Student Strengths

Every teacher occasionally encounters a student who makes life seem miserable. Despite our best efforts, some students force adults into adversarial relationships. In extreme cases, the interactions between a student and teacher become so hostile that it is difficult to see any positive characteristics in the student. However, a student with lots of problems cannot learn to mature and become more responsible by the teacher merely trying to squelch problems. Students' maturity and self-discipline can only grow out of helping students take pride in their strengths and abilities.

If you find yourself working with a student who is difficult to like, or whose problems seem to vastly overshadow his or her strengths, it is important to periodically recognize and focus on that student's positive characteristics, as follows:

- Set aside a time to make a list of the student's positive characteristics, strengths, abilities, and/or behaviors. The greater the problem, the more frequently you should take time to focus on positive traits.

- If you have difficulty coming up with positives, ask yourself the following types of questions:
    - What does the student do when he or she is not misbehaving?
    - How does the student interact with other students?
    - What does the student do during lunch?
    - Does the student have outside interests?
- If you still have difficulty identifying a student's strengths, have someone help you. It is sometimes difficult to see past a student's problems when you have to deal with them on a daily basis. Have the school interventionist, the student's previous teacher, the administrator, or the student's parent(s) help you identify the student's strengths and abilities.

Conclusion

Managing Stress provides several suggestions for helping a teacher reduce the tension and anxiety of dealing with the daily pressures of the classroom. It is particularly helpful when dealing with difficult students. Learning to relax does not guarantee that you will be a better teacher; nor will it change the problem behavior of your students. However, learning to relax may increase the probability that you can successfully implement other interventions aimed directly at helping students. Because the teacher is so important in the success of at-risk students, *Managing Stress* may be useful in combination with other interventions.

References

Abelson, A.G. (1986). A factor analytic study of job satisfaction among special educators. *Educational and Psychological Measurement, 46,* 37-43.

Campbell, J.D. (1990). The show must go on . . . Even when personal tragedy strikes. *Learning, 19*(4), 22-24.

Gold, Y. (1987). Stress reduction programs to prevent teacher burnout. *Education, 107,* 338-340.

Jenkins, S. & Calhoun, J.F. (1991). Teacher stress: Issues and interventions. *Psychology in the Schools, 28*(1), 60-70.

Kalker, P. (1984). Teacher stress and burnout: Causes and coping strategies. *Contemporary Education, 56*(1), 16-19.

Keavney, G. & Sinclair, K. (1978). Teacher concerns and teacher anxiety: A neglected topic of classroom research. *Review of Educational Research, 48,* 273-290.

Kyriacou, C. (1987). Teacher stress and burnout: An international review. *Educational Research, 29,* 146-152.

Long, B. (1988). Stress management for school personnel: Stress inoculation training and exercise. *Psychology in the Schools, 25,* 314-324.

Martinez, J.G. (1989). Cooling off before burning out. *Academic Therapy, 24*(3), 271-284.

Maslach, C. (1982). *Burnout: The cost of caring.* Englewood Cliffs, NJ: Consulting Psychologists Press.

Mazur, P. & Lynch, M. (1989). Differential impact of administrative, organizational, and personality factors on teacher burnout. *Teaching and Teacher Education, 5,* 337-353.

Peterson, A.V. & Parr, G.D. (1986). Controlling stress and burnout: Self-help for educators. *Texas Technical Journal of Education, 13*(1), 41-47.

Russel, D., Altmaier, E., & VanVelzen, D. (1987). Job-related stress, social support and burnout among classroom teachers. *Journal of Applied Psychology, 72,* 269-274.

Schmid, K.D., Schatz, C.J., Walter, M.B., Shidla, M.C., Leone, P.E., & Trickett, E.J. (1990). Proving help: Characteristics and correlates of stress, burnout, and accomplishment across three groups of teachers. In R.B. Rutherford, Jr. & S.A. DiGangi (Eds.), *Severe behavior disorders of children and youth* (Vol. 13, pp. 115-127). Reston, VA: Council for Children with Behavioral Disorders.

Schon, D.A. (1983). *The reflective practitioner.* New York: Basic Books.

Slife, B.D. (1988). Coping strategies for teachers. *Academic Therapy, 24*(1), 9-19.

Sparks, D. (1983). Practical solutions for teacher stress. *Theory Into Practice, 22*(1), 33-42.

Sutton, G.W. & Huberty, T.J. (1984). An evaluation of teacher stress and job satisfaction. *Education, 105*(2), 189-192.

Weiskopf, P. (1980). Burnout among teachers of exceptional children. *Exceptional Children, 47,* 18-23.

Wyly, J. & Frusher, S. (1990). Stressors and coping strategies of teachers. *Rural Educator, 11*(2), 29-32.

INTERVENTION

Classroom Management Strategies

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Classroom Management Strategies

Several students in a class have difficulty managing their behavior.

To assist **TEACHERS** with problems associated with:

- Frequent Office Referrals
  Disrespectful students
  Noncompliance
  Everything from minor to major misbehavior
- Teacher Concerns
  No positive student leaders
  Peer pressure to be irresponsible
  Many troubled students in the same room
- Parental Complaints
  "This class is out of control."
  "My child can't learn in such a noisy room."
- "Bad Class" Reputation
- Chaotic Classroom
  Students running around the room
  Students shouting out comments or rude remarks
  High rates of off task behavior
- Class vs. Teacher Atmosphere

Introduction

This intervention provides teachers with a menu of classroom management strategies that can help establish a safe and positive classroom environment. These procedures are appropriate for teachers who wish to improve the general climate of the classroom, and essential for teachers who have several immature, disruptive, uncooperative, or disrespectful students.

Rationale

When several students engage in chronic misbehavior, the teacher needs to make major changes to improve the classroom atmosphere. If several students continuously engage in inappropriate behavior, interventions for individual students tend to be ineffective and extremely time-consuming. With *Classroom Management Strategies,* a teacher can use techniques that teach and encourage all students to be responsible.

A Menu of Classroom Management Strategies: Resources for Teachers and Interventionists

Strategy Page

1 Developing a Classroom Discipline and Responsibility Plan 7

Rules and Expectations
Procedures for Correcting Irresponsible and Inappropriate Behaviors
  Identify Classroom Consequences
  Determine How Specific Misbehavior Will be Handled
  Mentally or Verbally Rehearse How to Handle Different Situations
Procedures for Acknowledging Responsible Behaviors
  Positive Interactions
  Structured Procedures for Acknowledging Responsible Behavior
Monitoring
  Scan the Room Frequently
  Move About the Room During Independent Work Periods/Cooperative Group Times
  Make Notes Throughout the Day on an "Anecdotal Record Form"
Teaching Responsibilities
Summary

2 Teaching Students to Focus on Positive Expectations 19

Involving Students in Developing or Revising the Positive Expectations
  Conduct a Brainstorming Session
  Categorize, Edit, and Write Class Expectations
  Discuss and Adopt the Positive Expectations
  End the Discussion With Words of Encouragement
  Keep the Momentum Going by Keeping the Class Focused on Their Rules

3 Establishing Positive Attitudes for the Success of Every Student 24

Observing in Other Classrooms
Evaluating Self-Talk
Intervention M: *Managing Stress*

4 Teaching Students How to Meet Expectations for Different Types of Activities 25

Clarifying Expectations for New Activities
Providing Positive Practice
Providing Corrective Feedback
Acknowledging Students Making an Effort
Periodically Concluding Activities With Feedback

5 Designing the Physical Environment to Support Appropriate Student Behavior 28

Arrangement of Desks
  Students in Traditional Rows
  Groups of Four (With Two Students Sitting Next to Each Other, and Two Other Students Facing Them)
  Groups of Two
Seating Assignments

6 Using Proximity Management to Prompt Appropriate Student Behavior 30

7 Scanning to Monitor Student Behavior 31

8 Analyzing the Daily Schedule 31

Does the daily schedule have consistency?
  Begin the Day With Positive Interactions
  Establish a Routine for Starting the Day or Instructional Period
  Establish a Routine for Taking Attendance and Dealing With Tardy Students
  Establish Routines for Transitioning From Activity to Activity
Does the consistent daily schedule provide variety during lessons?
Do lessons have a clear focus?

9 Engaging Students in Group Problem Solving 35

How to Use the Classroom Management Strategies Menu

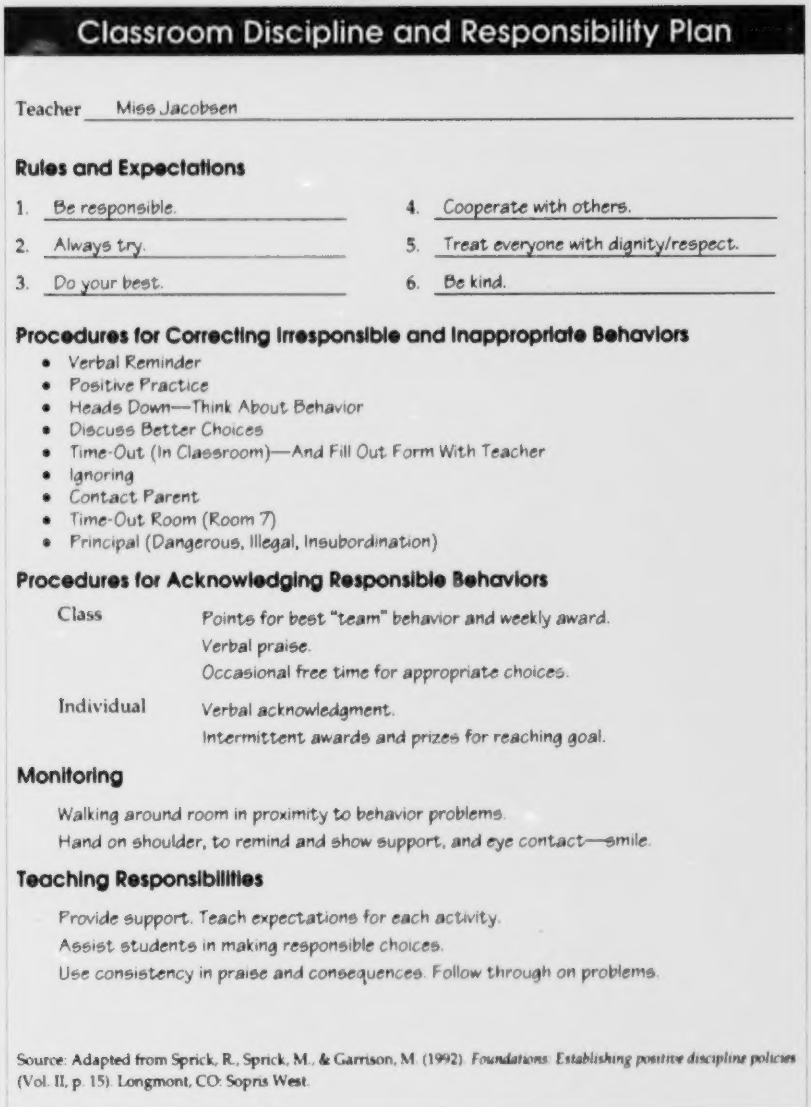
Begin by reading the first strategy, "Developing a Classroom Discipline and Responsibility Plan." This strategy lays the foundation for a consistent and positive approach to classroom management. Once a classroom discipline and responsibility plan has been implemented, other strategies from the Classroom Management Strategies Menu can be implemented in any order.

Scan the remaining strategies, identifying one or two strategies to implement first. If more than two strategies seem relevant, gradually add the others. Change is often difficult, particularly when working with a challenging group of students. Too many changes at once can increase the risk of failure. The careful implementation of one or two strategies at a time has a higher probability of success.

Strategy 1 Developing a Classroom Discipline and Responsibility Plan

Important factors in establishing a positive classroom atmosphere are: (1) clarifying your expectations, (2) being able to respond calmly and consistently to misbehavior, and (3) keeping a focus on responsible behavior. The planning form shown in Figure N-1 provides a format for developing a "Classroom Discipline and Responsibility Plan."

Figure N-1



Classroom Discipline and Responsibility Plan

Teacher Miss Jacobsen

Rules and Expectations

1. Be responsible.
2. Always try.
3. Do your best.
4. Cooperate with others.
5. Treat everyone with dignity/respect.
6. Be kind.

Procedures for Correcting Irresponsible and Inappropriate Behaviors

- Verbal Reminder
- Positive Practice
- Heads Down—Think About Behavior
- Discuss Better Choices
- Time-Out (In Classroom)—And Fill Out Form With Teacher
- Ignoring
- Contact Parent
- Time-Out Room (Room 7)
- Principal (Dangerous, Illegal, Insubordination)

Procedures for Acknowledging Responsible Behaviors

Class	Points for best "team" behavior and weekly award. Verbal praise. Occasional free time for appropriate choices.
Individual	Verbal acknowledgment. Intermittent awards and prizes for reaching goal.

Monitoring

Walking around room in proximity to behavior problems.
Hand on shoulder, to remind and show support, and eye contact—smile.

Teaching Responsibilities

Provide support. Teach expectations for each activity.
Assist students in making responsible choices.
Use consistency in praise and consequences. Follow through on problems.

Source: Adapted from Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing positive discipline policies* (Vol. II, p. 15). Longmont, CO: Sopris West.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Rules and Expectations

Expectations for student behavior may be developed on a school-wide basis or by each classroom teacher. If classroom rules haven't been established, identify three to five rules that can serve as guidelines for behavior in the classroom. These rules will help create a positive, inviting classroom. The list should reflect behavior that results in optimum learning and a sense of self-worth for every child. Rules must be positively stated and remind students of what they should do, not what they shouldn't do. Ask, "If every student followed five guidelines all day every day, what would be most important?"

Some examples of positively stated rules include:

- Be responsible.
- Always try.
- Do your best.
- Cooperate with others.
- Treat everyone with dignity and respect.
- Work cooperatively as a community of learners.
- Smile when you can.
- Respect others' right to learn.
- Arrive on time, ready to learn, with all your materials.
- Follow directions.
- Keep your attention focused.

A list of the expectations developed for the first section of the "Classroom Discipline and Responsibility Plan" should be posted in the classroom. These rules should be chosen carefully because the posted list should serve as the focus of all behavior management efforts. When encouraging responsible behavior and correcting irresponsible behavior, students should be told how their behavior relates to one or more of the rules.

> "Brent, you were very helpful. You carefully followed our rule, 'Follow directions.'"

> "Sandy, I'd like you to finish your assignment. You forgot to finish problems 2 and 5. Remember our rule, 'Always do your best.' It might help for you to go back and check to see that you have a complete answer for every problem before you turn it in."

If students are likely to have difficulty taking ownership of classroom rules, it may be advisable to develop guidelines with the students. (This process is described in Strategy 2 of this intervention booklet.)

Procedures for Correcting Irresponsible and Inappropriate Behaviors

Implementing consequences for inappropriate behavior is an inevitable part of teaching. To implement consequences effectively, procedures must be implemented consistently, fairly, and calmly. Students should be informed in advance that certain behaviors are unacceptable and will lead to predetermined consequences. The following procedures can be used to determine effective ways to deal with misbehavior.

Identify Classroom Consequences

Misbehavior is generally a mistake. When treated appropriately, students learn that mistakes are learning opportunities. Each classroom management plan should therefore establish a series of consequences that will be applied consistently to any student who exhibits misbehavior. Consequences should include: (1) verbal reprimands and positive practice, (2) ignoring, (3) in-class consequences, and (4) out-of-class consequences.

Verbal Reprimands and Positive Practice. Students require corrective feedback or verbal reprimands when they do not know that a behavior is inappropriate or when they are unaware that they are engaging in inappropriate behavior. Corrective feedback is generally presented as a gentle verbal reprimand along with an instruction that provides positive practice of an alternative behavior.

> "Jimmy" chronically picks his nose. Though he should know that picking his nose is not acceptable, Jimmy has many hygiene problems. His teacher decides that Jimmy may not know that nose picking is inappropriate, and privately provides a gentle verbal reprimand. "Jimmy, please use a tissue. If you have a cold, you can spread the germs. And, I don't want the other kids to tease you." Once Jimmy knows that picking his nose is inappropriate, he may need further corrective feedback. Because this is a deeply ingrained habit, he may be unaware of when he engages in it. Jimmy's teacher continues to provide gentle verbal reprimands and instruction to help him develop more appropriate behavior. "Jimmy, please get a tissue."

> "Cora" is a very sarcastic student. Other students find her comments offensive and choose not to be around her. However, Cora doesn't seem to know when she is hurting others; she thinks her comments are teasing. Therefore, Cora's teacher decides tc provide corrective feedback. "Cora, that comment was hurtful. It would be better to tell Ben 'thank you' for the birthday treat, or not to say anything."

Corrective feedback should also be linked to the class rules when appropriate. This helps students understand the practical implications of how class expectations can guide their behavior.

> "Andrea, you need to watch the film. Remember our rule, 'Keep your attention focused.'"

Ignoring. The "Classroom Discipline and Responsibility Plan" should include ignoring as a possible consequence for misbehavior. Many students engage in misbehavior because they need attention. Any correction—whether a verbal reprimand or a more severe consequence—actually fuels the misbehavior, as some students are reinforced for their misbehavior when the teacher corrects them. If the frequency of the misbehavior increases with verbal reprimands, ignoring should be considered.

Ignore behavior that does not get in the way of teaching, or in the way of students' learning. First, the teacher privately informs the student that she will pay a lot of attention to him when he is following the class rules, but that she won't be able to see or hear him when he engages in irresponsible behavior. After giving examples of responsible and irresponsible behavior, the teacher consistently ignores misbehavior in both her body language and talk. Though ignoring is sometimes hard to do, misbehavior does not interrupt instruction when the teacher keeps teaching. *Ignoring is the only response to misbehavior that does not require teacher time.*

In-Class Consequences. Each "Classroom Discipline and Responsibility Plan" should specify mild classroom consequences that will be used in response to mild misbehavior that cannot be ignored. Implement mild classroom consequences calmly and consistently when misbehavior interferes with learning. When possible, consequences should have some logical association with the inappropriate behavior. Consequences that can be used in the classroom include:

- Keeping a student in from recess, one minute per infraction;
- In-class time-out;
- Contacting the student's parent(s) or guardian;
- Assigning the student to sit in a different section of the room; and
- Having the student fill out a "Behavior Improvement Form" (see Figure N-2).

Figure N-2

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. **What was your behavior?**

2. **What did you want? (Check at least one.)**

- ☐ I wanted attention from others.
- ☐ I wanted to be in control of the situation.
- ☐ I wanted to challenge the teacher's authority.
- ☐ I wanted to avoid doing my work.
- ☐ I wanted to be sent home.
- ☐ I wanted to cause problems because I am miserable inside.
- ☐ I wanted to cause others problems because they don't like me.
- ☐ I wanted revenge.
- ☐ I wanted ______________________.

3. **Did you get what you wanted?** Yes ☐ No ☐
Why?

4. **What could you do differently?**

5. **Will you be able to do it appropriately?** Yes ☐ No ☐
Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Source: Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior.* Eugene, OR: Behavior Associates.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Out-of-Class Consequences. Occasionally, misbehavior is so severe that it should not be handled with classroom consequences. However, when a "Classroom Discipline and Responsibility Plan" is carefully implemented, out-of-class consequences will only be needed when a student engages in physically threatening activities or has problems with severe and chronic misbehavior. If these occur, see Intervention A: *Managing Physically Dangerous Behavior* and Intervention B: *Managing Severely Disruptive Behavior*, respectively. These interventions will help you develop a more in-depth plan for dealing with dangerous, illegal, severely disruptive, or insubordinate behavior.

Determine How Specific Misbehavior Will be Handled

Once classroom consequences have been selected, determine how various types of misbehavior will be handled in the classroom, with the following procedures.

Brainstorm a List of All the Misbehavior That Could Potentially Occur Each Day. List behavior that ranges from severe to the most trivial. List misbehavior that involves individual students as well as groups of students. List misbehavior that occurs in different settings, and during different kinds of activities:

- Teasing
- Pushing, poking, hitting
- Off task behavior
- Refusing to follow directions
- Bad habits
- Sarcasm
- Pounding on the desk
- Shouting in class
- Tattling
- Being cruel to each other
- Pencil tapping
- Jessie—annoys others

Ask questions until the list is exhaustive:

- Are there any problems as students enter the room in the morning?
- Are there any problems or annoying things that occur during attendance?
- Is there too much tattling?
- How is student behavior after recess?
- Are students respectful?
- What else does Jessie do that bugs you?
- How do students treat each other?

Go back through the list and make sure each item on the list is an observable behavior. Some misbehavior may be listed as general descriptions of negative traits, such as "Jessie annoys the other students," or "Many students are cruel to one another." Identify what students do that lead to these conclusions. This will provide greater clarity and consistency in designing a plan for reducing these problems.

- "Jessie annoys the other students."

> During work times and cooperative groups, Jessie wanders around the room touching students and calling them names. During instruction, he tries to engage students in conversation when they should be listening or participating. On the playground, Jessie runs through games, pushes other students, and kicks balls into the street.

- "Many students are cruel to one another."

> Students frequently put each other down. They make sarcastic comments like, "Good one, Tasha," or "What's the matter, retardo?"

Determine Whether Misbehavior Should be Handled With Corrective Information, Ignored, or Corrected With Consequences. Once a list of misbehavior has been developed, determine how to respond to various misbehaviors. When consequences are determined in advance, it is possible to respond calmly with appropriate consequences. Various misbehaviors can now be categorized using a chart similar to that shown in Figure N-3.

Figure N-3

Behavior Requiring Information	Behavior to Ignore	Behavior Requiring In-Class Consequences	Behavior Requiring Out-of-Class Consequences
• Teasing • Off task behavior • Bad habits • Sarcasm	• Blurting out answers • Smart comments • Minor disruptions - chair noise - brief pencil tapping • Asking silly questions • Tattling	• Pushing, poking, minor hitting • Disruptive behavior - pounding on the desk - shouting in class • Refusal to follow directions	• Severe intrusions • Insubordination to teacher

Identify Which Consequences Might be Appropriate. For behavior requiring in-class or out-of-class consequences, determine specific consequences. The chart in Figure N-4 shows how various consequences might be applied to misbehavior requiring consequences.

Figure N-4

Behavior Requiring Consequences	Selected Consequences
• Pushing, poking, minor hitting	• One minute per infraction off recess
• Severe intrusions	• Office referral/parental contact
• Refusal to follow directions	• Time owed from recess and/or after school until compliance
• Disruptive behavior - pounding on the desk - shouting in class	• Five minute time-out
• Insubordination to teacher	• "Behavior Improvement Form"/parental contact • Written apology

Mentally or Verbally Rehearse How to Handle Different Situations

Once consequences have been selected and behavior categorized, it is helpful to rehearse ahead of time how different situations will be handled. What will you do if:

- A student blurts out an answer without raising his hand?
- A student hits someone?
- A student teases another student by sticking her tongue out?
- A student calls someone a name?
- A student is tardy to class?
- A student swears accidentally?

For more detailed information regarding classroom consequences, see Intervention P: *Borderlines and Consequences.*

Procedures for Acknowledging Responsible Behaviors

The most powerful element of the "Classroom Discipline and Responsibility Plan" is the focus on acknowledging responsible behavior. While consequences for misbehavior are needed, they rarely turn behavior around without an additional effort to emphasize and acknowledge responsible behavior. The "Classroom Discipline and Responsibility Plan" should include: (1) positive interactions, and (2) structured procedures for acknowledging responsible behavior.

Positive Interactions

Make a conscious effort to engage in positive interactions with students. Responsible behavior is encouraged when teachers focus on interacting with students as they engage in appropriate behavior. When things are going well in a classroom, positive interactions occur naturally and frequently. Teachers greet students as they enter the classroom, chat with students in the halls, talk quietly with a few students on the way to the cafeteria, show interest in the individual work of students, stop by a student's desk to see how work is progressing, discuss projects with students, ask how the recess soccer game went, and so on. A moment of conversation here and there helps establish rapport with students. As students sense that they are welcomed and respected, the positive interactions become reciprocal and reinforcing to all. Engaging in positive interactions with students is perhaps the most powerful strategy for creating a warm, inviting classroom atmosphere.

Because teachers must juggle so many responsibilities at one time, it is often easy to become consumed by other tasks. However, it is the small day-to-day interactions that make it possible for teachers to teach and students to learn. To establish a focus on positive interactions, it may help to identify specific times during the day which provide opportunities for interacting positively and personally with individual students. Possibilities include:

- Greeting all students as they enter the room.
- Talking quietly with one or two students as they walk to the cafeteria, other classes, etc.
- Occasionally escorting a few students to the bus.
- Discussing work with individual students during independent work times.
- Inviting students to help put up a bulletin board during recess, lunch, or after school.

If positive interactions occur three times more frequently than corrections and verbal reprimands, the teacher's focus remains positive and students will strive to be responsible. (For more detailed information on establishing positive interactions with individual students, see Intervention O: *Increasing Positive Interactions.)*

Structured Procedures for Acknowledging Responsible Behavior

Provide structured recognition of responsible behavior whenever possible. In addition to paying more attention to appropriate than inappropriate behavior, teachers may also wish to acknowledge a student or group in a more structured manner. Infrequent, major rewards given to a few students tend to be less effective than frequent recognition of daily efforts. Some suggestions for ways to provide this kind of structured recognition follow.

Verbal Praise for Successful and Mature Behavior. If positive comments are relatively brief, age-appropriate, and frequent, students are not embarrassed by recognition. Rather, teacher praise becomes a positive and appreciated part of the daily rhythm of the classroom.

For a first grader:

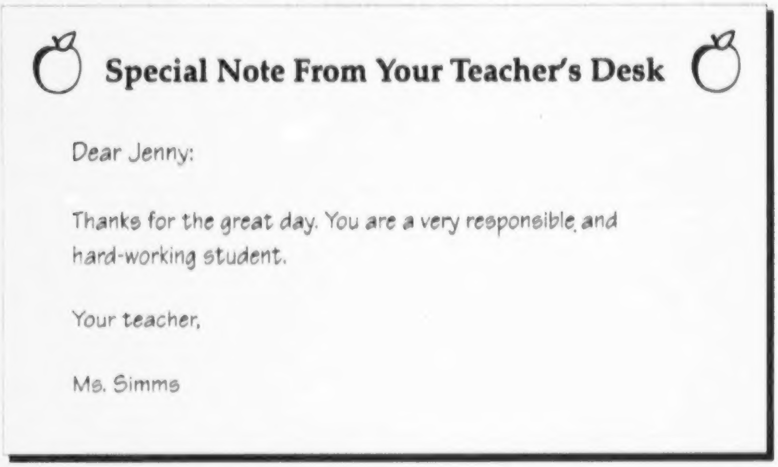
"Kevin, you are being responsible for your behavior. I can see that you are listening and watching."

For an eighth grader:

"Whitney, your contributions to our discussion really added to our understanding of the issues."

Written Feedback to a Student. Special notes to students (see Figure N-5) take very little time and often have special significance to a student.

Figure N-5



Special Note From Your Teacher's Desk

Dear Jenny:

Thanks for the great day. You are a very responsible and hard-working student.

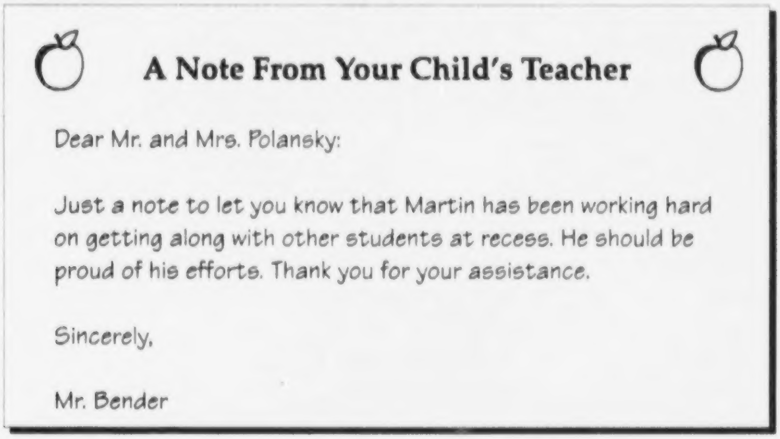
Your teacher,

Ms. Simms

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Feedback to Parent(s) or a Guardian. Outside of report card time, parents rarely hear from the school unless there is a problem. A note to parents (see Figure N-6) regarding responsible behavior, a job well done, or general appreciation helps students feel valued. Parents feel proud, and the positive bond between parents and their child is reinforced as both take a moment to recognize accomplishments. Recognition for improvement is especially important if the student has a problem that he or she is working to resolve.

Figure N-6



A Note From Your Child's Teacher

Dear Mr. and Mrs. Polansky:

Just a note to let you know that Martin has been working hard on getting along with other students at recess. He should be proud of his efforts. Thank you for your assistance.

Sincerely,

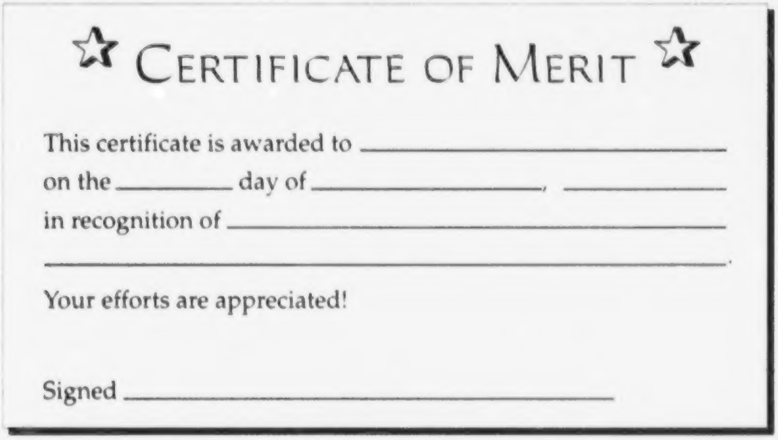
Mr. Bender

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Calling the Parent(s) or a Guardian. A positive phone call to parents works much like a positive note. Though phone calls are more time-consuming, a positive phone call tends to take much less time than a call about a problem.

Certificates of Merit. Certificates of merit (see Figure N-7) for special efforts tend to be highly valued by students. Certificates are more public and formal than notes to students, but provide another way to let students know that their efforts have been acknowledged. Some teachers give certificates of merit intermittently through the year and others give certificates to a few individuals each week in a regularly scheduled five-minute ceremony.

Figure N-7



☆ CERTIFICATE OF MERIT ☆

This certificate is awarded to ____________________
on the ________ day of ______________, __________
in recognition of ____________________
____________________________________.

Your efforts are appreciated!

Signed ______________________________

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Giving Students Additional Responsibility. Students who have difficulties are seldom given responsibility. Yet successfully meeting a responsibility breeds a greater sense of responsibility. As students demonstrate mature choices, their efforts can be acknowledged, earning the right to have special jobs, privileges, or responsibilities.

Miss Feldman: *Letty, you have gotten your homework in three days in a row. How would you like to be my homework checker this week? During attendance and lunch count, you would collect the papers and check them off.*

Other Options. There are many ways to acknowledge student responsibility. The following list is not exhaustive. Feel free to add your own ideas.

- Let the class have five minutes of free time.
- Allow music to be played during seatwork time.
- Compliment a student in front of another staff member.
- Ask the principal or another staff member to acknowledge student accomplishments.
- Publicly post a student's work.
- Read a student's work to the class.
- Allow the students to take their work to show the principal.
- Shake a student's hand.
- Provide computer time.
- Let a student teach a portion of a lesson.
- Let the class have a few extra minutes of recess.
- Give a student extra adult time.
- Conduct class outside.
- Give a short class party.

Monitoring

A comprehensive "Classroom Discipline and Responsibility Plan" includes procedures for monitoring whether students are meeting classroom expectations. Systematic monitoring increases consistency in the implementation of consequences and allows the teacher to provide feedback and attention to students who are being responsible. Examples of monitoring procedures follow.

Scan the Room Frequently

Visually scanning the room provides teachers with information and many opportunities to acknowledge responsible behavior.

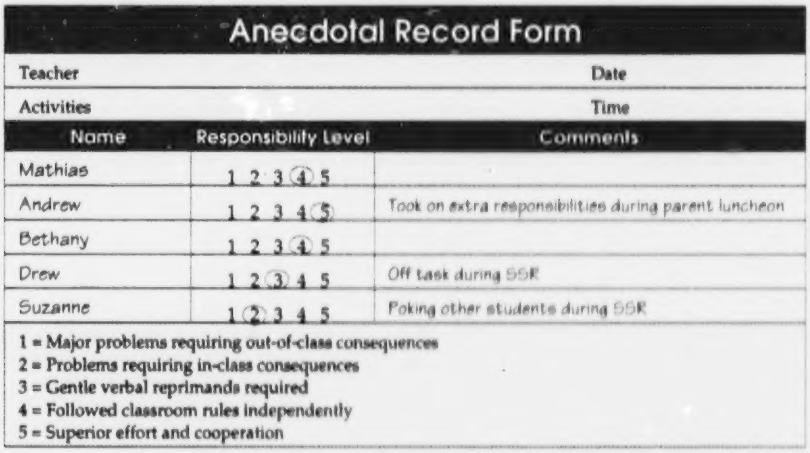
Move About the Room During Independent Work Periods/Cooperative Group Times

Physical proximity provides teachers with many opportunities to observe student behavior, and to acknowledge appropriate behavior with a smile, a nod, or a hand on the shoulder.

Make Notes Throughout the Day on an "Anecdotal Record Form"

Anecdotal records can sometimes be maintained. The "Anecdotal Record Form" (see Figure N-8) provides information on students without requiring the teacher to write lengthy reports each day.

Figure N-8



Anecdotal Record Form

Teacher		**Date**
Activities		**Time**
Name	**Responsibility Level**	**Comments**
Mathias	1 2 3 [✓ 4] 5	
Andrew	1 2 3 4 [✓ 5]	Took on extra responsibilities during parent luncheon
Bethany	1 2 3 [✓ 4] 5	
Drew	1 2 [✓ 3] 4 5	Off task during SSR
Suzanne	1 [✓ 2] 3 4 5	Poking other students during SSR

1 = Major problems requiring out-of-class consequences
2 = Problems requiring in-class consequences
3 = Gentle verbal reprimands required
4 = Followed classroom rules independently
5 = Superior effort and cooperation

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

The "Anecdotal Record Form" may be used for one student, five students, or the whole class. Many teachers design record-keeping forms that are tailored to meet their needs and style. Records provide teachers with important information that may go unnoticed at the end of a busy day. They provide information regarding students who deserve recognition for special or sustained efforts. The records may be used to identify problem areas. If several students have similar problems during certain activities, students may need a clarification of expectations or specific lessons on how to complete those activities successfully. Records may also identify students who have particular problems that require a minor intervention and provide documentation of problems that may require referral.

Teaching Responsibilities

In this last section of the "Classroom Discipline and Responsibility Plan," specify teaching responsibilities that will help students meet classroom expectations. Develop lessons to help students manage situations that cause difficulties. Lessons should include positive practice and feedback. Examples of teaching responsibilities include:

- Teaching students how to handle transitions between activities and lessons.
- Teaching students how rules relate to each different type of classroom activity.
- Working with the class on conflict resolution strategies.
- Conducting lessons on social skills.
- Conducting lessons on study strategies.
- Teaching and reviewing grading procedures with a course syllabus.

Summary

Developing a "Classroom Discipline and Responsibility Plan" requires time, but it provides the foundation for teaching students how to behave responsibly through consistency and the use of clear goals and expectations. With consistent feedback and consequences, students progressively learn to become more responsible for their own behavior.

Strategy 2 Teaching Students to Focus on Positive Expectations

All teachers should have a list of positive expectations, rules, or guidelines posted in their classroom as detailed in Strategy 1. This list should summarize the most important behaviors, traits, or attitudes that the teacher and students need to follow to create a positive, inviting classroom atmosphere.

In order for students to focus on these positive expectations, they must first be taught them! Moreover, students may have a difficult time accepting these expectations if they have not been active participants in creating or revising them. The following procedures provide guidelines for this process.

Involving Students in Developing or Revising the Positive Expectations

If a class has a long history of chronic misbehavior and irresponsible attitudes, the rules should be developed or revised by the class. Students need a sense of ownership of class rules. Developing their own code of behavior creates a natural incentive to participate positively in the classroom. Procedures for helping students develop classroom rules follow.

Conduct a Brainstorming Session

Students should be encouraged to think of rules that will help everyone be successful. Have students brainstorm possible ideas. Allow no discussion or evaluation of suggestions. The teacher should write down exactly what students say. The only editing might be to change inappropriate word choices. At first students may joke around, give absurd suggestions, or make sarcastic comments. However, if the adult(s) present remain neutral and value each statement by writing it on the board, students will eventually tire of the jokes and get on with the business of developing expectations.

NOTE: If the classroom atmosphere is primarily negative, this discussion should be guided by the classroom teacher and another adult—the principal, counselor, or an interventionist. Sometimes having another adult present can help students begin moving in a more positive direction.

Mrs. Ferguson decides to have her sixth grade class develop their own class rules. Because the class has been unusually immature and disruptive, Mrs. Ferguson invites Mr. Harding, the principal, to help them in this process.

Mrs. Ferguson: *Class, I've invited Mr. Harding to help us establish some class rules. We've gotten off to a rough start this year, and I know we're all pretty unhappy about it. When I go home, I worry because I want us to work together—and enjoy each other. After talking this over, we've decided that we need your help.*

Mr. Harding: *I'm glad Mrs. Ferguson invited me. I know many of you personally. You're good students. I know we can solve this problem together. So, we're going to brainstorm all the things you and Mrs. Ferguson can do to make this class the best class you've ever had. Think about this. If you could choose your own class, what would it look like? What would the students in your ideal class be doing?*

Class-generated list:

- Having fun
- Not being smart mouths
- Not yelling at each other
- Trying to learn
- Being kind
- Being nice
- Not trying to get even
- Raising hands
- Not fighting
- Not pushing
- Saying nice things
- Cooperating
- Learning more stuff
- Not being jerks
- Getting "As"
- Correcting mistakes
- Doing our best
- Listening to others
- Participating
- Not being mean and lying about each other

Mr. Harding: *This is a terrific list. In fact, you were just being the class you described. Melissa, you have your hand up.*

Melissa: *We can be like this when you are here, but when you leave it'll get bad again.*

Mr. Harding: *I like being here Melissa, but I also know that you can have this kind of class on your own. You are all in sixth grade, and I know you can be mature and responsible. You just need a little help this year and that is why I'm here today. You have made a great start!*

Categorize, Edit, and Write Class Expectations

Lead the students through a process of categorizing and editing their list of ideas, eliminating redundancies and clarifying statements. All suggestions regarding how people should treat each other should be grouped together. Similarly, all ideas regarding work completion should be grouped. Once all the suggestions have been categorized, develop a list of positively stated rules that include the thoughts and ideas of the class.

Mr. Harding: *Okay, let's look back at your list and categorize it. We'll put how you want to treat each other in one list, and what you want to do to learn in another list.*

List categorized by the students and Mr. Harding:

Treating Each Other

- Not being smart mouths
- Not yelling at each other
- Being kind
- Being nice
- Not trying to get even
- Not fighting
- Not pushing
- Saying nice things
- Not being jerks
- Not being mean and lying about each other

To Learn

- Trying to learn
- Having fun
- Getting "As"
- Correcting mistakes
- Doing our best
- Listening to others
- Participating
- Raising Hands
- Cooperating
- Learning more stuff

Mr. Harding: *Now that your list is categorized, we need to write rules that will remind you to do all these things. Let's look at our list of how you want to treat each other. We need to write some overall rules. The rules need to be positive—reminding you what to do rather than what you shouldn't do.*

Errin: *'Be nice to each other' might work.*

Kenny: *That sounds kind of dumb. How about, 'Be cool to each other.'*

Mr. Harding: *Kenny, let's remember not to put anyone down. I'll write down 'Be nice to each other' and 'Be cool to each other.'*

Mr. Harding: *Other thoughts?*

Once the class has generated ideas and agreed on a few expectations, they discuss their list and add a couple of additional expectations. The following expectations are finally adopted by the class:

1. Treat everyone like they're cool.
2. Always do your best.
3. Have fun but don't let it get in the way of the job.
4. Do what you can to help each other out.

Discuss and Adopt the Positive Expectations

Once the rules are written, discuss them as a class. When questions or concerns have been addressed, ratify and formally adopt the rules by having students sign them.

Mr. Harding: *These are terrific rules. Let me go over the rules one last time. One, you want your classmates and Mrs. Ferguson to treat everyone like they are cool. Can anyone tell me what that means?*

Kenny: *It means being cool to everyone.*

Cynthia: *It means not telling lies about each other.*

Robb: *It means not pushing and shoving each other.*

Krystal: *It means acting like adults.*

Juan: *It means no one yells at anyone. Does that mean Mrs. Ferguson and the substitutes too?*

Mrs. Ferguson: *I think that's fair. We should all abide by the rules.*

Mr. Harding: *Good, now let's talk about rule number two . . . .*

Does anyone have any further questions or any objections? Great. I'm going to have my secretary type the rules up and then I'll be back this afternoon to have each of you sign them—just like the Constitution was signed by the people who wrote it.

End the Discussion With Words of Encouragement

Mrs. Ferguson: *I'm very proud of all of you. I think we just lacked a vision of how we wanted to work together in this class. Now that I know what you want, I think we can get on with the business of doing it.*

Keep the Momentum Going by Keeping the Class Focused on Their Rules

Use one or more of the following techniques to keep the class involved with the rules they developed:

- Illustrate the rules.

  Students can make posters, murals, a paper collage of the illustrated rules, cartoons, and so on.

Mrs. Ferguson: *I'm so impressed with your rules. This afternoon, we are going to make posters of the rules. We'll end up with eight posters of each rule. We can put two or three sets in the hall. Where else would you like to display them?*

Marta: *I think we should give a set to Mr. Harding.*

Mrs. Ferguson: *That's a wonderful idea.*

Justin: *How about putting one set in a class book?*

Andrea: *We need a set in the classroom.*

Mrs. Ferguson: *Yes, how about one set in the front and one in the back.*

Roberta: *I'd like to make a scroll of all the rules—you know, like they used to have. Can Cynthia work with me?*

Mrs. Ferguson: *You all have great ideas. Yes, Roberta. You and Cynthia can make a scroll and then get everyone's signature on it. Let's talk about how we are going to get this activity done. Your third rule is, 'Have fun, but don't let it get in the way of the job.' Who can tell me how you might be able to have fun while you're working on your posters?*

Jan: *We could listen to music. Would that be okay?*

Mrs. Ferguson: *That would be fine.*

Michaela: *We could talk to each other but not let it get real loud.*

- Dramatize the rules.

  Provide groups of three to four students open-ended scenarios of situations that could result in responsible or irresponsible choices. Have each group of students act out their scenario for the class and then discuss the choices that were made with the class.

- Design occasional assignments that focus on the rules.

  These could include having students write, tell, illustrate, or demonstrate how they have followed a particular rule.

- Select a rule for special focus each month.
- Have students give each other "Responsibility Awards."

  Arrange a special time each day or week for students to give special verbal recognition to a fellow student who has met an expectation.

- Establish a class log.

  Keep a class log available for students to write about how they feel they are doing, and to note special accomplishments and concerns.

Mrs. Ferguson: *I've noticed so many changes in this class that I decided to start a class log. I've been making little notes of our progress over the last week and I've seen every one of you work to honor our rules. I even made a little note about myself one day. I'll read my entries to you and then I'll leave the log on the table for you to write in and read.*

November 14: Juan shook Max's hand after they had a disagreement. Melissa worked hard and wrote a very persuasive paper on taking care of the environment. It was so good that I had to think about ways I could take care of the environment. I made it through the day talking calmly with everyone. I felt like smiling at the end of the day. . . .

- Talk the rules.

  Refer to the rules frequently when talking to students. The following comments demonstrate how a teacher might "talk the rules."

  In the weeks that followed, Mrs. Ferguson made a conscious effort to refer frequently to the rules:

  - *Juan, that was an excellent example of our rule, 'Treat everyone like they're cool.' You disagreed with Megan, but treated her with respect.*
  - *Joel, when you are making those kinds of noises it breaks rule three, 'Have fun, but don't let it get in the way of the job.' People can't concentrate when you make those noises.*
  - *Andrea, I know that art is not your favorite subject, but you remembered our rule 'Always do your best.' This is a lovely piece of work.*

  When possible, all adults should encourage responsible behavior and correct misbehavior by referring to the class rules.

Strategy 3 Establishing Positive Attitudes for the Success of Every Student

Establishing a positive attitude about the potential success of every student is sometimes difficult to achieve because it focuses less on specific techniques than on beliefs. However, if adults believe that students are incapable of learning to be responsible, it is difficult to get students to believe in themselves. Self-fulfilling prophecy is a real and powerful phenomenon. The teacher who believes students will behave irresponsibly may unconsciously create conditions that prompt irresponsible behavior.

The following procedures will assist you in establishing a positive attitude about the potential for success of your students.

Observing in Other Classrooms

Much can be learned from professional colleagues. Seek out teachers who *enjoy* working with challenging students. Visit their classrooms and note how these teachers purposefully or very subtly encourage students to behave responsibly. Does the teacher attend to students when they are being responsible and following rules? Does the teacher attend to minor misbehavior? How does the teacher correct misbehavior? How does the teacher structure activities to achieve maximum involvement from all students? For more information on conducting an observation, see the *Procedural Manual*, Chapter 2.

Evaluating Self-Talk

When working with a difficult group of students, it is important to keep a positive vision of what the classroom could be. If negative thoughts take over, it may become virtually impossible to make any positive changes. It takes work to keep a positive vision of the ideal classroom, but systematic use of positive self-talk can help create such a vision. Positive self-talk about the ideal classroom should be written down and practiced.

Examples:

- Every student in my room behaves in a mature and responsible manner.
- Each student is worthy of being treated with dignity and respect.
- Each student is capable of being successful.
- I am a positive force in the lives of my students.
- I am patient and understanding of mistakes students make in their effort to be successful.
- I enjoy the students in my class.
- I have a sense of humor.
- My students have a sense of humor.
- I am worthy of being treated with dignity and respect.

NOTE: Also see Intervention E: Restructuring Self-Talk and Intervention M: Managing Stress for further ideas and suggestions.

Intervention M: *Managing Stress*

Indicators of a negative belief system can be heard in statements like, "What can you expect from inner city children?" or "I guess this is typical of spoiled kids in the suburbs." If your self-talk indicates a sense of helplessness, frustration, or anger at having to cope with a group of difficult students, consider implementing the procedures in this intervention booklet, and also study Intervention M: *Managing Stress*. The many duties and responsibilities of classroom teaching can be overwhelming. Teachers need procedures, professional support, and strategies for effectively managing the daily pressures.

Strategy 4

Teaching Students How to Meet Expectations for Different Types of Activities

For each activity within the daily classroom schedule, students need to know how they are expected to behave. What is "responsible" behavior during art activities? Is it different from behavior during a test? During sustained silent reading, is it okay to get a drink of water? During independent work, is it okay to talk? If so, about what? How loud? To whom? For how long? Is it okay to be up and about the room? How does one get help if needed? If expectations are not clarified, some students routinely experiment to see what the expectations are and how far they can push the rules during different activities. The result can be minor—but frequent— misbehavior.

To ensure that students understand classroom expectations, first clarify the expectations for each new activity, and then provide positive practice of the expectations to reinforce them.

Clarifying Expectations for New Activities

Mrs. Ferguson: *We're going to have a discussion on the election. While we discuss the three major candidates, you will be recording your ideas on a concept map. Let's talk about how our rules apply to this activity. If you have something to say, what should you do? Martin?*

Martin: *Raise your hand.*

Mrs. Ferguson: *Martin, which rule will that help us with?*

Martin: *Ah, 'Do what you can to help each other out.'*

Mrs. Ferguson: *Who can tell me how raising your hand will help each other out? Melissa.*

Melissa: *Well, if we raise our hands and wait, we won't be interrupting each other and that will be helping each other out.*

Mrs. Ferguson: *Exactly. Is it okay to get up and sharpen your pencil while someone else is talking?*

Lars: *No, 'cause it wouldn't be treating 'em like they was cool.*

By clarifying expectations during new activities, teachers teach students how to be responsible. When students no longer have to experiment to find out how far the teacher will let them go, minor misbehavior tends to occur less frequently with each new day.

Providing Positive Practice

Once expectations have been clarified, some activities may require "positive practice." In positive practice, students role play versions of real classroom activities. Practice sessions provide students with an opportunity to receive corrective feedback and encouragement from the teacher as expectations are further clarified through rehearsal and feedback.

Mrs. Ferguson: *When we come in from recess, you need to line up quietly at the door in a single, straight line. The straight line helps us prevent crowding at the door. When you are waiting quietly—that means no talking—I will escort you to the classroom. Because you've been very mature in the halls, you don't need to stay in a line once I've taken you in the building. On the way to our classroom, you need to walk. You may talk quietly. Quiet talk means that I could hear you if you were right next to me, but not if you were six feet ahead. Once you get in the classroom you need to take your seat and wait quietly for me to begin class. You may talk quietly with your neighbor until I ask for your attention. Are there any questions?* (Pause.) *Great, we're going to try it out.*

Mrs. Ferguson: (After practicing . . .) *That was pretty good. We got to the classroom in two minutes. Tell me how you think the class did.*

Tasha: *We did pretty good. We mostly walked and talked quietly. I like it a lot better than walking in a line.*

Mrs. Ferguson: *Yes, good observation. Just a few students neglected to talk quietly. I could hear some of you further than six feet away. Everyone in row one, turn to the person at your left and talk in a quiet voice. The rest of you need to listen and see if you can hear what anyone is saying.*

Providing Corrective Feedback

When students are not meeting the expectations, they need to receive feedback so they can improve their behavior. This feedback may take the form of gentle verbal reprimands or consequences. Either way, the teacher should correct the behavior quickly, calmly, and consistently.

Acknowledging Students Making an Effort

When things are going well, it is easy to become complacent and simply accept the status quo. However, the teacher needs to keep a flow of positive information to students regarding their hard work and effort even when the class is running smoothly.

Mrs. Ferguson: *Class, I am really enjoying this discussion. You are following your rule of 'treating everyone like they are cool' by listening, thinking about what others are saying, and contributing.*

Periodically Concluding Activities With Feedback

To keep the focus on how well the class met expectations, occasionally congratulate the class for meeting the expectations or provide goals for improvement if the group has had difficulty with a classroom rule.

Teacher: *I appreciate your ability to be respectful of everyone during our discussion. You were respectful to each other, and I learned a lot about what you think.*

Tomorrow we will be having another short discussion on the election. We'll be talking about the 'character' issue and whether it is important to voters. You did a nice job raising your hands today, but a few of us forgot to be respectful of others' opinions. Tomorrow let's work on avoiding comments like, 'That's stupid,' or 'Only nerds would like him.'

Strategy 5

Designing the Physical Environment to Support Appropriate Student Behavior

The arrangement of a room should allow the teacher to move around quickly and easily. All students should be easily accessible to the teacher. If a student requires immediate corrective feedback and the physical layout does not allow the teacher to move quickly to the student, there are only two options: (1) the teacher can correct the student loudly and publicly, embarrassing the student and drawing attention to the inappropriate behavior; or (2) the teacher can work his or her way around obstacles to reach the student—an annoying waste of time.

When the room is arranged so that the teacher can interact easily with students, important aspects of classroom management are facilitated, such as:

- The teacher is able to respond consistently to minor misbehavior.
- The teacher is able to respond to misbehavior before it escalates.
- The teacher is able to engage more frequently in positive interactions with all students.
- Teacher stress is reduced because a barrier to effective student-teacher interactions has been removed.

Management of the physical environment is comprised of two key elements: (1) desk arrangement, and (2) seating assignments.

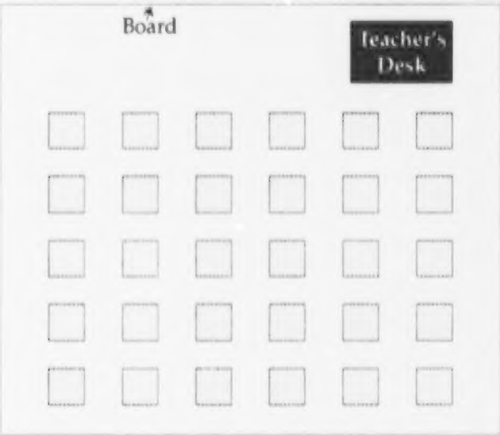
Arrangement of Desks

There is no right or wrong way to arrange desks in the classroom; however, different arrangements prompt different behaviors and create different problems.

Students in Traditional Rows

When students are placed in rows facing forwards (see Figure N-9), the teacher can get to each student with relative ease and student attention can be easily directed to the teacher. The drawback of this arrangement is that students cannot work together easily.

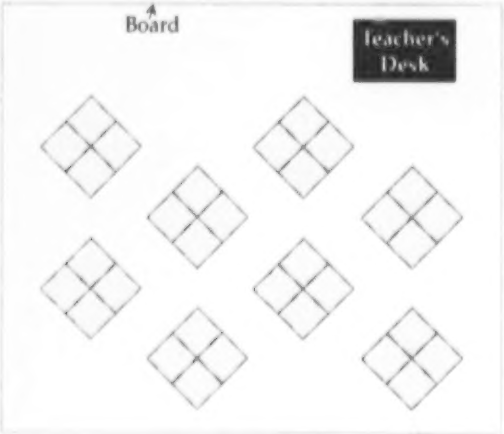
Figure N-9



Groups of Four (With Two Students Sitting Next to Each Other, and Two Other Students Facing Them)

In this arrangement (see Figure N-10), student interaction is encouraged and cooperative learning activities are facilitated. The drawback to this arrangement is that maintaining student attention during teacher directed instruction is difficult. Some students have difficulty facing the front of the room, and socializing is continually encouraged.

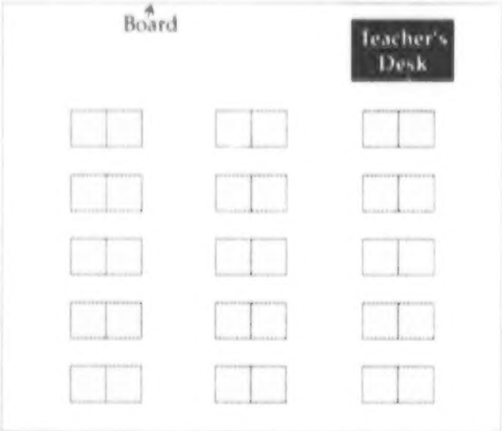
Figure N-10



Groups of Two

In this arrangement (see Figure N-11), all students face forward, allowing the teacher to maintain student attention. Pairs allow student interaction when appropriate, but since students do not face one another the temptation to socialize is not continually in front of them. The drawback to this arrangement is that any work in groups of four must be accomplished by pairs of students turning backwards to work in the groups.

Figure N-11



In determining desk arrangements, consider the types of activities students engage in and the pros and cons of the different possibilities. Some arrangements put greater demands on the classroom management skills of the teacher, but facilitate learning activities. Some arrangements are workable with fairly mature groups, but can be a nightmare with less mature students. Finally, some arrangements may be desirable, but not possible given the size of the classroom or number of students. Select an arrangement of student desks that facilitates learning and minimizes barriers to effective classroom management.

Seating Assignments

Seating assignments should generally be made by the teacher—unless the class has demonstrated that they are supportive of one another, able to stay on task, and ready to make responsible choices. *Students who are still learning to make responsible choices often make choices that create problems.* Students who like to talk tend to sit with students who will interact with them. Students who have a tendency to misbehave often choose to sit in the back of the room where there is less direct supervision. Students who have conflicts with particular students will often choose to sit in close proximity to those students.

With assigned seating, the teacher can prevent many problems. When assigning seats, keep these guidelines in mind:

- Seat students who tend to have problems with each other away from each other.
- Seat students who have a hard time paying attention, or who tend to engage in misbehavior, towards the front and center of the room.

These arrangements allow the teacher to monitor student behavior more frequently, to provide consistent and immediate corrections, and to interact positively with the students whenever possible.

Because some students have trouble with any sort of change, give advance notice before making changes in the classroom environment. "Tomorrow, during the time you are at music, I am going to rearrange the room. Each of you will still have the same desk although your desk may be in a slightly different place. When you come back from music, I will have name tags on your desks so you can easily find your new spot."

Strategy 6 Using Proximity Management to Prompt Appropriate Student Behavior

Once a classroom has been arranged to allow easy movement, the teacher needs to be out among the students as much as possible. When presenting instruction, move throughout the classroom. Close physical proximity encourages student eye contact and attention, as the teacher is able to engage each student in both verbal and nonverbal interactions. Maintaining responsible classroom behavior through continued close contact to the teacher is called "proximity management."

Proximity management is important during teacher directed lessons, and even more critical when students are working independently or in cooperative groups. When the teacher moves about the room, he or she provides an ongoing reminder to students that they are expected to be responsible, do their best, and to work cooperatively to accomplish certain tasks.

Identify times or activities in which proximity management could reduce problems. Then during those times or activities, plan to move about the room in an unpredictable pattern.

Strategy 7 Scanning to Monitor Student Behavior

Scanning is the act of visually examining different locations of the room to monitor student behavior. The teacher who scans frequently and provides acknowledgment to students when they are behaving responsibly tends to have fewer behavior problems. The teacher who scans frequently also tends to notice minor misbehavior before it accelerates into major problems.

Scanning during teacher directed instruction is relatively easy to do, although it is tempting to fall into the habit of looking primarily at the first two rows, or only to one side of the room. When presenting a lesson, periodically make eye contact with each student, and occasionally scan quickly across the entire classroom.

Scanning provides information about how well students are paying attention. The teacher who scans effectively notices when students begin getting restless and adjusts instruction accordingly by picking up the pace, or by moving into an activity that gets students more actively involved in the lesson. Without scanning, it is difficult to see when students are becoming restless, and off-task behavior generally accelerates into misbehavior that disrupts the lesson.

Scanning during nonteacher directed instruction is more difficult. When students are working independently, involved in group work, or at learning centers, teacher interactions tend to be focused on one student or a small group of students at a time. While these interactions are essential, it is also important to occasionally scan the classroom while continuing to work with individuals and/or small groups. This is one of the difficult aspects of teaching, doing a number of things at one time and still keeping attention focused.

Scanning should be paired with both positive feedback and, as necessary, corrective feedback. For more information on these procedures, see Strategy 4 in this intervention booklet.

Strategy 8 Analyzing the Daily Schedule

How a teacher organizes the daily schedule of the classroom can have a powerful impact on student behavior. A well-managed classroom has a schedule that reflects consistency as well as variety, with academic lessons that are well-focused and clearly purposeful to the students. Evaluate your own daily schedule with the following questions.

Does the daily schedule have consistency?

If the daily classroom schedule is highly variable, some students will have trouble adjusting. They may have difficulty feeling secure in an environment that is constantly changing. Such students often thrive with a schedule that is predictable and safe. Some suggestions to accomplish this follow.

Begin the Day With Positive Interactions

Ideally, the teacher should greet students at the door each morning. This procedure conveys to students that they are welcome and that the teacher looks forward to the new day. Everyone starts out in a spirit of cooperation and respect.

Establish a Routine for Starting the Day or Instructional Period

Students should have specific tasks to engage in as soon as they enter the room. Activities should be age-appropriate, enjoyable, and calm. Possibilities include:

- Solving a brain teaser on the board;
- Listening to a morning story read by a parent volunteer or student;
- Handwriting practice;
- Beginning class assignments;
- Sustained Silent Reading (SSR);
- Journal writing;
- Reading in a book corner; or
- Working at learning centers.

Establish a Routine for Taking Attendance and Dealing With Tardy Students

The traditional opening activity of a school day is roll call. "Bill?" "Here." "Sarah?" "Here." "George?" "Here." Year after year, day after day, period after period . . . . Consider a more efficient way to take attendance so that the opening activity can engage student attention and focus on learning. Possibilities include:

- Quickly scanning a seating chart while students are engaged in the morning activity.
- Having a student silently take attendance while the teacher begins teaching.
- Having students indicate their own presence on an attendance chart as they enter the room.

Establish Routines for Transitioning From Activity to Activity

In the typical classroom, there are many times during the day when students transition from one activity to another. Some are major transitions such as going to music, lunch, or recess. Others involve putting away materials, getting out materials, moving from one place to another, and so on. Each transition can cause classroom management problems.

After introducing a new math concept, Miss West is ready to guide the students through some exercises in their math book.

Miss West: *Okay, let's do some of these problems together. Get out a piece of paper and your math books. Then turn to page 93.*

Maria: *What page did you say?*

Miss West: *Weren't you paying attention, Maria? Page 93. Come on class. Some of you are ready. Those of you who aren't, let's get moving.*

Todd: *What page did you say?*

Miss West: *Page 93. I'm getting tired of repeating myself.*

Mark: *Miss West, I left my math book at home last night.*

Miss West: *Mark, how many times have we been through this? You need to be more responsible. We don't have enough books so you'll have to find someone who will let you work with them, but I'll bet the people around you are getting tired of having to share with you.*

By now, some of the students who were ready have started chatting. Two students begin playing a hockey game with a coin and their pencils, knocking their books off their desks in the process.

Miss West: *Well, class. We were just about ready to begin, but now we have to wait for Pete and Raelynn because they were playing around.*

During this mini lecture, Oscar, the class clown, begins to make noises with his hand tucked under his arm. Several students begin laughing loudly.

Management problems can be avoided by establishing routines for transitioning. Important points to consider when establishing transitioning routines follow.

Precorrect Potential Problems. If there is a likelihood that some students will not hear a page number, establish a procedure that requires students to pay attention. Verbal feedback from the class is one possibility.

Miss West: *Get out your books and turn to page 93. Everyone, what page?*

Class: *93.*

Another procedure is to consistently write page numbers on the board. This eliminates any need to respond to students who do not hear the instruction. If students ask for a page number, simply point to the board. Within a few days, students know where to find the needed information and time isn't lost helping students get organized.

If there is a likelihood that some students will leave their books at home or in their locker, establish a routine for dealing with that eventuality. If there are extra books, establish a check-out system that students can use independently. If there are no extra books, each student should be paired with a buddy who will share.

When designing daily routines, try to anticipate events that could prevent quick transitions and establish procedures that preclude the delays. The more delays, the less time for learning, and the greater the likelihood that students will begin engaging in minor misbehavior.

Preteach Expectations. Because transitions are often difficult for students, preteach expectations for behavior. Immediately before a transition, review exactly what students should do. If some students will have to wait for others, suggest filler activities.

Miss West: *When it is time to clean up for lunch, I would like you to quickly and quietly clear off your desks. As soon as you are ready, you should take your seat and get out your SSR book or your weaving. I will know that everyone is ready when I see everyone quietly in their seats. If you decide to stop and chat with a friend, are you moving quickly and quietly?*

Class: *No!*

Provide Positive Practice. During positive practice, students role play how they will transition from activity to activity. This provides an opportunity for the teacher to watch the transitions, provide corrective feedback, and to acknowledge student success.

> Miss West: *Let's pretend it's time for your reading group to join me at the circle. I'm going to watch and see how each group is able to move quickly and quietly to my circle.*

Review Expectations Daily. Go over transition routines until students are able to carry out the expectations in an efficient manner.

Move Quickly Into Instruction. Do not wait for dawdlers to complete transitions. If the class must wait for students who dawdle, those who follow directions efficiently are penalized.

Does the consistent daily schedule provide variety during lessons?

Although students need a schedule that is reasonably consistent from day to day, they also need variety each day. The effective teacher plans the day to include a balance of activities and a change of pace for students. Lessons should alternate between teacher directed activity and student directed activity, quiet times and active times, independent work times and cooperative work times. To determine whether your schedule provides sufficient variety, ask yourself the following questions:

- Do students become fidgety because they are expected to stay seated for long periods of time?

  Primary age students should not be expected sit still any longer than thirty minutes without some form of activity that gets them out of their seats. Older students should not be expected to be in their seats any longer than an hour at a time, and within that hour there should be varied activities that actively involve the students.

- Is there an adequate amount of teacher directed instruction?

  Teacher directed instruction is absolutely critical to a well-run classroom. However, teacher directed instruction does not mean that students are passively listening all day to lectures. All lessons should be structured to keep the students actively participating. A rough guide for structuring time includes about 50% of the class time involved in teacher directed instruction with strategies for active student participation (this includes large group or small group instruction), 25% of class time spent on independent work, and 25% spent with students working in cooperative groups.

Do lessons have a clear focus?

For each lesson, there should be specific achievement targets that are clear and understandable to students and the teacher. Objectives should reflect a balance of knowledge, thinking skills, and performance skills. To keep students focused on learning, teachers need to have clear student outcomes in mind. Without clear outcomes, instruction, discussion, and activities tend to ramble from topic to topic with no clear purpose. Lessons tend to be disconnected and for some students, pointless. Learning becomes a mysterious journey. As some students fail to grasp the essentials of what is being covered, their incentive to participate wanes. Misbehavior tends to increase as students experience frustration and varying degrees of disappointment and failure. To help identify clearly understandable objectives, write tests before teaching, then prepare lessons to teach the skills, concepts, facts, or processes needed to be successful. (For further information, see Intervention D: *Academic Assistance*).

Strategy 9 Engaging Students in Group Problem Solving

A strategy for helping students learn to assume responsibility for their behavior is to enlist their help in solving classroom problems. Collaboration can help students develop a sense that the classroom belongs to them. Ownership and a greater sense of camaraderie can help the teacher and students develop a positive working relationship.

Group problem solving can be developed and practiced in a series of classroom meetings. Begin the first meeting by explaining to students that the classroom needs to be a place where everyone feels comfortable and has an opportunity to learn and grow. Indicate to the students that their help is needed because the classroom belongs to everyone.

Solicit help from students by providing them with an opportunity to brainstorm a list of their concerns, complaints, and problems. Before beginning the brainstorming activity, remind students that there are no "rights" or "wrongs" in brainstorming. Write down all their concerns, changing words only to eliminate word choices that are inappropriate in a school setting.

Schedule plenty of time for the initial brainstorming session. Students may need time to work out their discomfort. Groups frequently identify silly things before they get to the point of identifying their concerns.

During the initial session, students need to see that the teacher wants their input and will listen to their concerns. Teacher input should be kept to a minimum.

At the end of this first session, thank the students for their participation, and let them know that they will continue to have input, focusing next on developing or revising positive rules and procedures for making the classroom a happier, more productive place to be.

Once per week or twice per month schedule a class meeting to repeat this process of identifying problems and developing solutions.

Conclusion

When more than a couple of students engage in frequent misbehavior, it is unrealistic to set up individualized intervention plans. Instead, the teacher needs to structure the classroom differently. By modifying the schedule and the physical setting, developing a classroom discipline and responsibility plan, teaching students to engage in responsible behavior, and encouraging responsible behavior, students will learn to be responsible. Choose one or two of the procedures from the menu offered in this booklet. When those procedures are implemented consistently and effectively, add one or two more procedures from the menu. Because most of the procedures involve changing the behavior of both the teacher and students, avoid trying to make too many changes at one time. When the vast majority of students behave responsibly, consider implementing one or more of the individualized interventions described in the other booklets.

References

Alberto, P.A. & Troutman, A.C. (1986). *Applied behavior analysis for teachers*. Columbus, OH: Charles E. Merrill.

Algozzine, B., Ysseldyke, J., Christenson, S., & Thurlow, M. (1982). *Teacher's intervention choices for children exhibiting different behaviors in school* (Research Report No. 76). Minneapolis, MN: University of Minnesota, Institute for Research on Learning Disabilities.

Allen, C.T. & Forman, S.G. (1984). Efficacy of methods of training teachers in behavior modification. *School Psychology Review, 13,* 26-32.

Balsam, P.D. & Bondy, A.A. (1983). The negative side effects of reward. *Journal of Applied Behavior Analysis, 16,* 283-296.

Barrish, H., Saunders, M., & Wolf, M.M. (1969). Good behavior game: Effects of individual contingencies on disruptive behavior in the classroom. *Journal of Applied Behavior Analysis, 2,* 110-124.

Borko, H., Livingston, S., & Shavelson, R.J. (1990). Increasing teacher effectiveness. *California Journal of Educational Research, 25,* 147-156.

Brophy, J.E. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51,* 5-32.

Brophy, J.E. & Good, T.L. (1986). Teacher behavior and student achievement. In M.C. Wittrock (Ed.), *Handbook of research and teaching*. New York: Macmillan.

Colvin, G. & Sugai, G. (1989). *Managing escalating behavior*. Eugene, OR: Behavior Associates.

Evertson, C.M., Emmer, E.T., Clements, B.S., Sandford, J.P., & Worsham, M.E. (1989). *Classroom management for elementary teachers* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Good, T.L. & Brophy, J.E. (1987). *Looking in classrooms* (4th ed.). New York: Harper & Row.

Kerr, M.M. & Nelson, C.M. (1989). *Strategies for managing behavior problems in the classroom*. Columbus, OH: Charles E. Merrill.

Litow, L. & Pumroy, D.K. (1975). A brief review of classroom group-oriented contingencies. *Journal of Applied Behavior Analysis, 8,* 341-347.

Meltzer, L. & Solomon, B. (1988). *Educational prescriptions for the classroom*. Cambridge, MA: Educators Publishing Service.

Nafpaktitis, M., Mayer, G.R., & Butterworth, T. (1985). Natural rates of teacher approval and disapproval and their relation to student behavior in intermediate school classrooms. *Journal of Educational Psychology, 77,* 362-367.

Northwest Regional Educational Laboratory (1990). *Effective schooling practices: A research synthesis 1990 update*. Portland, OR: Author.

Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing positive discipline policies* (Vol. II). Longmont, CO: Sopris West.

Worrall, C., Worrall, N., & Meldrum, C. (1983). The consequences of verbal praise and criticism. *Educational Psychologist, 3,* 127-136.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Classroom Management Strategies.* These pages may be reproduced without permission from the publisher.

Classroom Discipline and Responsibility Plan

Teacher ______________________________

Rules and Expectations

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Procedures for Correcting Irresponsible and Inappropriate Behaviors

Procedures for Acknowledging Responsible Behaviors

Class

Individual

Monitoring

Teaching Responsibilities

Source: Adapted from Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing positive discipline policies* (Vol. II, p. 15). Longmont, CO: Sopris West.

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. **What was your behavior?**

2. **What did you want? (Check at least one.)**

- ☐ I wanted attention from others.
- ☐ I wanted to be in control of the situation.
- ☐ I wanted to challenge the teacher's authority.
- ☐ I wanted to avoid doing my work.
- ☐ I wanted to be sent home.
- ☐ I wanted to cause problems because I am miserable inside.
- ☐ I wanted to cause others problems because they don't like me.
- ☐ I wanted revenge.
- ☐ I wanted____.

3. **Did you get what you wanted?** Yes ☐ No ☐
Why?

4. **What could you do differently?**

5. **Will you be able to do it appropriately?** Yes ☐ No ☐
Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Source: Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior*. Eugene, OR: Behavior Associates.

Special Note From Your Teacher's Desk

Special Note From Your Teacher's Desk

A Note From Your Child's Teacher

A Note From Your Child's Teacher

☆ CERTIFICATE OF MERIT ☆

This certificate is awarded to ______________________________

on the _________ day of ___________________, _____________

in recognition of ____

____.

Your efforts are appreciated!

Signed ____

☆ CERTIFICATE OF MERIT ☆

This certificate is awarded to ______________________________

on the _________ day of ___________________, _____________

in recognition of ____

____.

Your efforts are appreciated!

Signed ____

Anecdotal Record Form

Teacher Date

Activities Time

Name	Responsibility Level	Comments
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	
	1 2 3 4 5	

1 = Major problems requiring out-of-class consequences
2 = Problems requiring in-class consequences
3 = Gentle verbal reprimands required
4 = Followed classroom rules independently
5 = Superior effort and cooperation

INTERVENTION O

Increasing Positive Interactions

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Increasing Positive Interactions

The student gets a lot of attention from adults and/or peers for misbehavior or failure.

To assist **STUDENTS** with problems associated with:

- Any Chronic Attention-Getting Misbehavior
    - Disruptive behavior
    - Arguing
    - Tattling
    - The student with excuses for everything
    - Teasing
    - Negotiating
    - Off task behavior
    - Distractibility
- Poor Self-Concept
    - The clingy child
    - Helplessness

Introduction

Increasing Positive Interactions focuses on teaching students to get attention through responsible behavior rather than misbehavior. Though this intervention is relatively simple, it is often one of the most powerful interventions for changing student behavior, and should be considered whenever a student engages in chronic misbehavior.

Increasing Positive Interactions provides guidelines for helping adults engage in predominantly positive interactions with students. By removing attention from misbehavior and focusing on responsible behavior, adults change the ratio of adult to student interactions from primarily negative to positive. This requires patience and consistency from adults as they strive to change patterns of behavior. However, *Increasing Positive Interactions* can result in improving student behavior, and also help students feel like valued members of the learning community.

Rationale

Increasing the ratio of positive teacher to student interactions is based on the concept that most students want and need adult attention; therefore, students tend to engage in behavior that receives the most attention. Unfortunately, students with chronic behavior problems have learned that it is easier and more reliable to get attention by doing things wrong than by following the rules. These students have learned that responsible behavior often goes unnoticed while behavior that annoys the teacher or disrupts the classroom results in attention.

"Ericka" is a student in Mr. Chang's sixth grade class. She comes from a home where interactions are primarily negative. Both parents have strenuous work schedules and are often very tired and impatient by the time they get home. In class, Ericka engages in a lot of little annoying behaviors—clicking her fingers loudly enough to be distracting, being in the wrong place at the wrong time, failing to follow directions, and asking irritating questions all day long: "Mr. Chang, do we have to do the whole assignment? Mr. Chang, are my math problems lined up straight enough?" Ericka's problem is not related to academic difficulties. Her work is always of high quality; however, her behavior wears the teacher down. Though Mr. Chang has the reputation of being one of the most caring and positive staff members, he finds himself very irritated with Ericka. Before she drives him nuts, Mr. Chang will need to teach Ericka how to get his attention through responsible behavior.

For students like Ericka, the form of adult attention often doesn't matter; the critical variables are the intensity of the interaction and the fact that someone notices the student at all. *Increasing Positive Interactions* helps adults teach students that it is easier and more enjoyable to engage in responsible behavior.

If increasing the ratio of positive to negative interactions could potentially improve student behavior, several issues need consideration:

- *Is it appropriate to give even more time and attention to students who misbehave?*

  Students who misbehave often usurp unfair amounts of teacher time. When students demand attention through misbehavior, it is difficult to imagine giving even more time to them. With *Increasing Positive Interactions,* the teacher is not required to give a misbehaving student *more* attention. Instead, the teacher works to reduce the amount of attention the student gets for misbehavior, while increasing the attention given to responsible behavior. Rather than saying, "Quit making those noises. You are disturbing those around you," the teacher will try to take advantage of opportunities to say hello to the student, ask how she's doing, and to compliment the student when she is being responsible. This shift in focus can be very difficult because there may be a deeply entrenched pattern of interacting only when the student misbehaves.

- *Do problem students deserve positive attention?*

  Some students do not know how to invite a positive interaction—to look at someone, nod, and smile. They may rarely experience the normal positive interactions that quietly let students know they are valued. Increasing positive interactions means that the student deserves to have her teacher periodically say, "Hi, Ericka. How are you today?" or "Ericka, I appreciated your use of class time." For students who do not know how to gain attention positively, adults need to take the lead.

  Students enter the classroom with a diversity of needs and backgrounds. Some students have received a lot of positive attention from infancy. Some students have received very little attention from adults, and others have received primarily negative attention. Treating students "fairly" does not necessarily mean treating students "equally."

- *Won't the student know that the positive attention is phony?*

  Making a conscious effort to change the ratio of interactions may initially feel phony. However, practice over time lessens any awkwardness. When the teacher first greets the student, the student may not know how to respond. However, over time positive interactions become normal and the student is likely to invite positive interactions herself. "Hi, Mr. Chang. How was your evening?"

  To avoid overdoing it, think of the number of positive interactions that occur with a student who is socially and academically successful. If the same types of interactions are created for a student who has difficulties, the types and frequency of interactions will not seem phony.

- *What do you do when you just don't like the student?*

  Because teaching involves people and people have feelings, it is possible to have a student who is difficult to like. However, liking or disliking a student should have nothing to do with the quality of professional effort given to the student. Physicians cannot give patients they do not like a different quality of care than those they like. Teaching is no different. All students, like all patients, should be guaranteed the best possible care.

- *Does changing interactions give a misbehaving student her own way?*

  Some students are desperate for adult attention. If the teacher decides he cannot provide more positive attention, the student will continue demanding attention the only way she knows how—through misbehavior. Though an effort to change the ratio of interactions from negative to positive may feel like it is giving the student her own way, it results in giving the student attention when the teacher chooses to give it and denies the student attention during misbehavior. The teacher begins to take control by initiating interactions while the student is being responsible.

NOTE: This intervention is designed for an individual student. However, if several students in a class are engaging in chronic misbehavior, the procedures can be applied to a whole class or a group of students.

The Summary

Before Implementing *Increasing Positive Interactions*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual,* Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 **Develop a plan for using *Increasing Positive Interactions*.**

a. Establish a clear understanding of ratios of positive and negative interactions.
b. Review the problem and overall goal(s) for the student.
c. Conduct an observation to monitor and analyze teacher-student ratios of interactions.
    i. Set up an observation.
    ii. Conduct the observation.
    iii. Analyze interactions.
    iv. Consider self-monitoring classroom interactions (optional).
d. Develop a plan for responding to misbehavior.
    i. Brainstorm negative behavior the student exhibits.
    ii. Organize the list of misbehavior.
    iii. From the list, determine whether each misbehavior should be ignored, or whether consequences should be implemented.
    iv. Of the behavior that requires a consequence, determine what consequence will be implemented.
    v. Verbally rehearse how each misbehavior will be handled.
e. Develop a plan to increase positive interactions.
    i. Brainstorm a list of noncontingent positive interactions.
    ii. Plan to provide contingent positive feedback.
    iii. Plan to informally conference with the student regarding his progress.
    iv. Strive for a ratio of at least three positive interactions to every negative interaction.
f. Involve other staff members in interacting positively with the student.
g. Identify ways to determine whether the intervention is helping the student meet his goal(s).
h. Determine who will meet with the student to discuss and finalize the plan.
i. Review the roles and responsibilities of all participants.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).
b. Help the student identify and rehearse specific actions he is willing to take to reach his goal(s).
c. Discuss the plan for ignoring some misbehavior and providing consequences for others.
d. Review some of the ways the teacher and student can engage in positive interactions.
e. Set up a time to meet regularly with the student to discuss progress.
f. Review the roles and responsibilities of all participants.
g. Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

a. Provide the student with a high ratio of positive to negative interactions by following the plan as consistently as possible.
b. Evaluate the impact of the intervention, making revisions and adjustments if necessary.
c. When the student demonstrates consistent success, fade the intervention.
d. Once the intervention has been faded, provide continued support, follow-up, and encouragement.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan for using *Increasing Positive Interactions.*

a. Establish a clear understanding of ratios of positive and negative interactions.

THIS INTERVENTION REQUIRES an understanding of what constitutes an interaction, and what defines a negative versus a positive interaction.

- Interactions

  Interactions occur any time an adult pays attention to a student. The interaction can be verbal—the teacher's making a comment or discussing something with the student, or nonverbal—such as when the teacher smiles, frowns, moves closer, tenses up, or nods to a student. An interaction may be as subtle as a shrug, or as intense as physical restraint. An interaction occurs whether the teacher indicates approval, disapproval, or simply recognizes a student. Any attention given to an individual student is considered an *interaction.*

  Whether an interaction is *positive* or *negative* is determined by what the *student is doing* at the time of the interaction, or immediately before the interaction.

- Positive Interactions

  A positive interaction has nothing to do with the tone or substance of a teacher's actions. A positive interaction occurs when the teacher pays attention to the student during or immediately following *appropriate student behavior.* The interaction is positive because the student's behavior was appropriate when attention was given.

  For example, if the teacher talks to a student while she is working hard and says, "How are things going? Do you have any questions?" the teacher has given attention to the student while she is engaged in positive behavior. Although there has been no attempt to reinforce the student and the teacher has *not* specifically praised the student, a *positive* interaction has occurred.

- Negative Interactions

  A negative interaction has nothing to do with the tone or substance of a teacher's actions. A negative interaction occurs during or immediately following *inappropriate student behavior.* A negative interaction occurs if the teacher interacts with or attends to a student when or because the student has behaved inappropriately.

  Negative interactions can be as extreme as restraining a student, or as mild as a gentle verbal reminder. Interactions are considered negative when they are in response to inappropriate, irresponsible, or incorrect student behavior.

Although generally positive in tone, *because of their timing*, each of the following situations represent negative interactions:

- The student is off task and the teacher says, "Kris, you need to get back to work or you won't have time to finish."
- A student in a cooperative learning group is getting angry and the teacher reminds the student, "Neil, try to state your opinion in a less emotional way."
- A student ignores a teacher's direction to put away the art project she is working on. The teacher says, "Charli, I am looking at my watch. If it takes you longer than one minute to get the project put away, you will owe me that much time after school."
- A student is off task and the teacher redirects her by saying, "Amy, just a few minutes ago you were working very hard. Let's get back to it."
- A student is disruptive and the teacher says, "Kareem, we have discussed this before. You need to go to the time-out area and think about how to work quietly without disturbing others at your table."

In *Increasing Positive Interactions*, the goal is not to eliminate negative interactions. Gentle corrections are a part of instruction. However, if adults interact more frequently with students when they misbehave, the *ratio* of negative to positive interactions will need to change.

b. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Seth is a second grade student who is often disruptive. He wanders around the room, frequently disturbing other children. During instruction or large group discussions, Seth makes rude and inappropriate comments. He fidgets and makes annoying noises. Seth's teacher, Mrs. Saltzman, finds Seth hard to manage. By the end of the day, Mrs. Saltzman finds herself wishing that Seth would move.

In her efforts to improve a deteriorating situation, Mrs. Saltzman suggested that Seth's parents have him evaluated by a physician .for possible hyperactivity. Though the physician found no direct evidence of a neurological or other physiological problem, he suggested that Seth be medicated on a trial basis—based on teacher reports of behavior at school. Mrs. Saltzman has recommended that the parents take this step.

Mrs. Saltzman: *There is obviously something wrong. Seth is worse now than he was at the beginning of the year. I feel that he is out of control, and that he probably has an Attention Deficit/Hyperactive Disorder* (ADHD).

After careful exploration, Seth's parents find that the recommended medication would affect any child—not just a child with ADHD. A second physician recommends against medication. Distraught, Seth's parents have gone to the principal, Mr. Umaki.

Seth's Father: *I wonder whether Mrs. Saltzman just doesn't like African-American children. The more I think it, the angrier I get.*

Seth's Mother: *None of Seth's other teachers have ever suggested that Seth was hyperactive. He used to love school. This year he hates it.*

Principal: *I'm glad that you felt you could come to me. I'm sure that Mrs. Saltzman has Seth's best interests at heart. She has worked with many African-American children and I have never heard of any problems having to do with a child's race. However, sometimes teachers and children fall into poor patterns of behavior with one another. Let me see what I might do to help out. We want our children to learn all they can, and to enjoy school. I'm glad Seth has had two positive years.*

Seth's Father: *I would like to know exactly what you will do. This has gone on for two months. Second grade will be gone.*

Principal: *That's reasonable. I'll talk with Seth's kindergarten and first grade teachers. They each had Seth a whole year. I'll also talk with Mrs. Saltzman, schedule an observation, and of course talk with Seth. Then I will get back to you with a plan. In the meantime, I want you to know that you can call me anytime. I am here to work jointly with parents and staff. Our first concern is always the children.*

Soon after meeting with Seth's parents, Mr. Umaki checks with Seth's previous teachers. Seth's kindergarten teacher indicates that Seth was a bit impulsive, but not so difficult that she saw a problem. Seth's first grade teacher indicates that Seth was a challenge, but also a pleaser.

1st Grade Teacher: *Oh, Seth. Once I won him over, we had a great year. He needs to know his limits, but he is very responsive. Seth is a bright boy. He performs above average in both math and reading.*

In checking with Mrs. Saltzman, Mr. Umaki finds Seth is doing well academically, but that Mrs. Saltzman does believe he is ADHD and should be evaluated for special education. Mrs. Saltzman agrees, however, that it would be good to explore all options before considering medication.

c. Conduct an observation to monitor and analyze teacher-student ratios of interactions.

MONITORING AND ANALYZING interactions between teachers and students can provide important objective information. Though subjective evaluations are valid, there are often subtle patterns of behavior that may go unnoticed by teachers who are busy teaching.

i. Set up an observation.

The teacher and interventionist should agree on the time, purpose, and format of the observation.

Observations should be scheduled during times when the student or students are most likely to misbehave. This will yield the most useful information.

The purpose of the observation is not to evaluate, but to assist in designing an intervention to improve student behavior. Teachers should act as normally as possible to facilitate the problem-solving process.

During the observation, information should be recorded on the "Monitoring Interactions" form shown in Figure O-1. Column one is used to note the time of an interaction. Column two is used to log what the student or students are doing immediately before the interaction or during the time of the interaction, and column three is used to record what the teacher does or says during the interaction. The "Monitoring Interactions" form can be used with an individual student, a group of students, or a whole classroom.

Figure O-1

Monitoring Interactions

Student(s)	Teacher	
Date	Time	
Subject/Activity		
Time	**Description of Student Behavior**	**Description of Teacher Interaction**

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Notes about what the student does, even *when there is no interaction from the teacher*, may still provide useful information. See Figure O-2 and note that several of the descriptions of the students behavior indicate that there was no teacher interaction at that time.

Mr. Umaki: *If it's okay with you, I would like to schedule an observation.*

Mrs. Saltzman: *That would be fine, but you should know that Seth can be different when others are in the room.*

Mr. Umaki: *That's good for me to know. The observation may help us learn what Seth can do. I know that it will be difficult, but it will help if you act pretty much as if I'm not in the room.*

Mrs. Saltzman: *I've always been a little unnerved during observations.*

Mr. Umaki: *Let me go over the form that I'll be using. Keep in mind, this has nothing to do with our formal teacher evaluation. Our purpose is to help Seth learn to behave in ways that are more productive and enjoyable. I know observations can yield slightly 'unnatural' information, but we can often detect patterns that you cannot notice while you are busy teaching. I'll record whatever Seth does and what you say or do when you interact with him. Later, we'll go over the form to analyze what Seth does to get attention. Let me show you the form I will be using.*

Mr. Umaki and Mrs. Saltzman schedule two half hour observations—one during math in the morning, and another during a less structured afternoon activity.

ii. Conduct the observation.

Visitors should always be introduced to the class so that students do not waste time trying to figure out who is observing and why.

Mrs. Saltzman: *Class, Mr. Umaki is here to visit during our math class.*

Mr. Umaki: *Thank you for letting me join you. Part of my job is to visit classes. Your job will be to carry on as if I weren't here. I appreciate your letting me visit. I know I will enjoy watching you work.*

iii. Analyze interactions.

Once the interactions have been recorded (see Figure O-2), the teacher and interventionist can meet later to review the interactions to determine the ratio of positive to negative interactions, and to discuss the quality of interactions.

BEST COPY AVAILABLE

Figure O-2

Monitoring Interactions

Student(s) Seth Turner **Teacher** Mrs. Saltzman

Date 11/2 **Time** 10:30-11:00 A.M.

Subject/Activity Math—teacher demo, discussion, guided practice

Time	Description of Student Behavior	Description of Teacher Interaction
10:30	(When I arrived, Seth immediately came over. I told him I could not talk with him as I had work to do, but that I'd stop by to see him when I left. Seth returned to his seat.)	(None.)
10:32	Listening and participating in lesson.	(None.)
10:35	Blurts out answer.	"Yes, Seth. That's correct and that was a hard problem."
10:36	Begins to fidget and tap pencil like a drum.	"Seth, you need to listen, not play the drums."
10:37	He ceases tapping and appears to listen.	(None.)
10:39	Gets out of seat and goes and draws on the board.	"Seth, get back to your seat."
10:39	Starts back to seat, but stops and talks to James.	Stares at Seth and motions him back to his seat.
10:40	Gets back to his seat and begins to work on the problems assigned.	(None.)
10:43	Continuing to work.	Circulating, looks at Seth's work and says, "Nice job on these problems, Seth."
10:47	Gets out of his seat while the teacher is presenting and goes to the pencil sharpener, but taps kids on the way.	"Seth, that is not fair to the other students. Keep your hands to yourself."
10:50	Seth is still at the pencil sharpener.	"That is enough, Seth. Get to your seat."
10:51	Seth takes his seat and appears to participate in the lesson.	(None.)
10:58	As the lesson concludes, Seth takes completed (?) paper to hand in, but on the way pokes students, drums on desks, and talks to other students.	(None.)
11:00	Still bouncing around the room.	(None.)

During the postobservation conference, Mr. Umaki and Mrs. Saltzman examine the observation form. Mr. Umaki acknowledges how challenging Seth's behavior must be.

By examining the observation form, Mr. Umaki helps Mrs. Saltzman identify negative and positive interactions. Initially, there is some confusion about the first interaction when Mrs. Saltzman said, "Yes, Seth. That's correct and that was a hard problem." Though Mrs. Saltzman complimented Seth, Mr. Umaki explains that the interaction was actually negative. Seth had blurted out the answer rather than following the class expectation of raising his hand and waiting to be called on. Mrs. Saltzman's positive comrnent was given when Seth engaged in a minor misbehavior, therefore the interaction was negative.

From the observation, Mr. Umaki and Mrs. Saltzman find that Seth received attention from the teacher seven times in thirty minutes. Only one interaction occurred when the student engaged in positive behavior. Thus the ratio of interactions was six negative to one positive.

Mr. Umaki: *This is very interesting. It looks like Seth has gotten into a habit of demanding and receiving attention by misbehaving. That's probably why you have been feeling so frustrated.*

Mrs. Saltzman: *I'm very surprised. I've always thought I was very positive with Seth.*

Mr. Umaki: *I think you are very positive. What we need to do is teach Seth to get attention when he is engaging in* positive *behavior, rather than through misbehavior.*

After discussing the ratios of interactions in more depth, Mr. Umaki and Mrs. Saltzman agree that it would be worthwhile to explore increasing the ratio of positive to negative interactions with Seth. Though Mr. Umaki indicates that the intervention is not *guaranteed* to be successful, it has fewer long-term ramifications than referring Seth to special education or suggesting that the physician medicate the student and thus should be tried first.

iv. Consider self-monitoring classroom interactions (optional).

Once teachers begin analyzing classroom interactions, they often find it useful to continue the process with individual students, or with their whole classrooms. Because observations are often difficult to schedule, *self-monitoring* can become a valuable classroom tool. Self-monitoring can be accomplished by audio taping or video taping class sessions.

- Audio Taping

  Audio taping is the least intrusive method of self-monitoring interactions. Teachers simply record a class session and later transcribe and analyze the interactions using the "Monitoring Interactions" form (refer back to Figure O-1.)

  Audio taping is easy to set up, but somewhat limited as the teacher can only record verbal interactions. What the student was doing at the time of an interaction or immediately preceding the interaction often has to be

BEST COPY AVAILABLE

reconstructed by the teacher when transcribing the tape. These reflections may not be as accurate as information taken during an observation. Though not as accurate or complete as direct observations, audio taping can allow classroom teachers to easily monitor and improve their classroom interactions.

- Videotaping

  To conduct videotaped monitoring, teachers simply set up a stationary camera and record during a class session. The videos are later transcribed and analyzed using the "Monitoring Interactions" form (refer back to Figure O-1.)

  Videotaping often captures interactions that may go unnoticed by a busy teacher. Once students are used to the camera in the classroom, behavior tends to be natural. Because the format allows the teacher to see as well as hear interactions, monitoring can also be fairly accurate. Though perhaps not as complete as direct observations, videotaping does provide teachers with a very useful tool for self-monitoring and improving their classroom interactions.

d. Develop a plan for responding to misbehavior.

ONCE *INCREASING POSITIVE Interactions* has been selected as an appropriate intervention, a plan needs to be developed to improve the ratio of positive to negative interactions. The first step is to determine how to handle misbehavior. The plan will include procedures for decreasing, but not eliminating, negative interactions.

i. Brainstorm negative behavior the student exhibits.

List all negative behavior that comes to mind. Include every behavior that has been annoying or disrupting—regardless of how trivial. The following kinds of questions may assist in brainstorming:

- What does the student do that is annoying or disruptive when he *first arrives at school?*
- What does the student do that is annoying or disruptive *as the day progresses?*
- What does the student do *during different types of activities?*
- Does the student need *frequent reminders* about anything?
- Are there *problems in other places*—on the playground, in the hallways, in the cafeteria, in other classes?

ii. Organize the list of misbehavior.

Examine the list to determine whether the misbehavior can be categorized. For example, if the list includes pencil tapping, screeching chairs, and making animal noises, combine these into a category called "making noises." Eliminate any items from the list that are repetitive.

iii. From the list, determine whether each misbehavior should be ignored, or whether consequences should be implemented.

By determining in advance which misbehavior should be ignored and for which consequences should be implemented, the teacher and student can work from clear expectations and guidelines. This will increase consistency and reduce stress for the teacher.

- Behavior That Should Be Ignored

  Behavior that should be ignored includes behavior that does not get in the way of teaching, or in the way of other students' learning. Though ignoring misbehavior is sometimes uncomfortable, no consequence can be given without giving the student attention. If attention is what the student wants, each consequence may actually reinforce the student's misbehavior. If the student wants attention, withholding attention may be the most effective consequence the teacher can implement. The use of ignoring is counterintuitive to many adults, and therefore hard to implement. However, constant nagging, repeated corrections, and increasingly severe consequences will not improve misbehavior that is fueled by the need for attention, and may in fact reinforce the misbehavior.

  To effectively ignore misbehavior, the teacher must act as though she has not seen or heard the misbehavior. This means the teacher must stay calm and physically relaxed. A rigid body response or even a look can be reinforcing to a student who craves attention.

  Consistency is a key to ignoring effectively. If the plan calls for the teacher to ignore the student for blurting out responses, then the student must be ignored every time he blurts out a response. If the teacher ignores the student the first two or three times the student blurts out answers but eventually applies a consequence, ignoring will not be effective. The student will learn to persist in his efforts to get attention through misbehavior.

- Behavior That Requires a Specific Consequence

  When misbehavior disrupts learning, mild consequences should be implemented calmly and consistently. If ignoring is not appropriate, establish a consequence that can be implemented quickly and easily.

  Consistency is a key to using consequences effectively. If the plan calls for the teacher to implement a consequence for disturbing another student, the consequence should be calmly applied every time the student disturbs another student. If the student is ignored or overlooked the first few times he disturbs another student and then is given a consequence later in the day, the consequence may not be effective. The student learns that it's okay to disturb students—sometimes. Due to lack of consistency, the student may test the limits: "What can I get away with today?"

  Consequences must also be implemented with as little attention to the student as possible. Therefore, consequences must be implemented with as little emotion as possible. Students who are in desperate need of attention are often more reinforced by the intensity and length of the interaction than by the content of the interaction. If the teacher appears to be angry when implementing a consequence, the student may be reinforced for the misbehavior. Avoid emotional confrontations and consequences that require the teacher to provide long explanations, or to spend time with the student in any type of interaction.

iv. Of the behavior that requires a consequence, determine what consequence will be implemented.

When possible, select consequences that have some logical association with the inappropriate behavior. If the student is usurping class time, it might be appropriate to have the student owe time from recess or after school. If the student is bothering another student, it might be appropriate to have the offending student move to a different location.

Classroom consequences should also be mild. Teachers are often reticent to implement severe consequences. When a student misbehaves, the teacher may overlook or excuse the misbehavior rather than implement a severe consequence. If consequences are used, it is far better to select mild consequences that teachers will implement consistently.

Consequences that can be used by teachers in the classroom include the following:

- Owing Time

  Keeping a student in from recess, one minute per infraction, is appropriate when the student has usurped class time.

  Teacher: *Seth, you have wasted class time by wandering around. You owe one minute of recess.*

- In-Class Time-Out

  In-class time-out may be appropriate if the student is not able to take part appropriately in a class activity. A *brief* time-out—seconds, or a minute or two—demonstrates that it is a privilege to be a part of class activities.

  Teacher: *Seth, you have disrupted your reading group by making noises. You need to go to the quiet corner for one minute to think about how to be a cooperative member of your group.*

- Assigning the Student to a Different Seat

  Assigning the student to a different seat may be appropriate if the student is bothering other students. The alternative seat may be away from other students, but should not be a permanent move. The consequence might be to move the student during the remainder of the activity. This demonstrates that it is a privilege to sit with peers, but gives the student an opportunity to try again after a short period of time. A permanent move to an isolated spot implies that the student is "bad" all of the time.

  Teacher: *Seth, you need to learn to work without poking other students. Please take the seat by my desk. You can move back when we come back in from recess.*

- Having the Student Fill Out a "Behavior Improvement Form."

  This consequence helps the student learn from his misbehavior by thinking about what happened. The "Behavior Improvement Form" shown in

Figure O-3 requires the student to reflect on his actions, determine why he engaged in them, and identify what he will do in the future to avoid a similar problem.

Figure O-3

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. What was your behavior?

2. What did you want? (Check at least one.)

☐ I wanted attention from others.
☐ I wanted to be in control of the situation.
☐ I wanted to challenge the teacher's authority.
☐ I wanted to avoid doing my work.
☐ I wanted to be sent home.
☐ I wanted to cause problems because I am miserable inside.
☐ I wanted to cause others problems because they don't like me.
☐ I wanted revenge.
☐ I wanted____.

3. Did you get what you wanted? Yes ☐ No ☐
Why?

4. What could you do differently?

5. Will you be able to do it appropriately? Yes ☐ No ☐
Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Source: Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior*. Eugene, OR: Behavior Associates.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

If the misbehavior is so severe that it cannot be handled with classroom consequences, see Intervention A: *Managing Physically Dangerous Behavior* and/or Intervention B: *Managing Severely Disruptive Behavior*. These interventions provide in-depth planning for dealing with dangerous, illegal, severely disruptive, and insubordinate behavior while the student is concurrently taught to get attention through responsible behavior.

After brainstorming a list of Seth's misbehavior and categorizing them, Mrs. Saltzman and Mr. Umaki decide that Seth engages in a lot of minor misbehavior. He isn't physically threatening, nor overtly defiant, and he doesn't disrupt things so much that Mrs. Saltzman is unable to teach. Mr. Umaki and Mrs. Saltzman develop the following plan for ignoring his misbehavior and implementing mild classroom consequences (see Figure O-4).

Figure O-4

Probable Misbehavior	Teacher Reaction
• Talking out	• Ignore
• Wandering around the room	• Ignore
• Poking other students	• In-class time-out
• Making smart-aleck remarks and inappropriate comments	• Ignore
• Making noises	• Ignore
• Being disrespectful of other students during cooperative groups	• In-class time-out
• Being off task during cooperative groups—hard on group members	• Time owed *(no penalty for group)*
• Pushing other students	• In-class time-out
• Arguing with the teacher	• Time owed until follows instructions
• Threatening to leave the classroom	• Ignore
• Refusal to go to in-class time-out	• Time owed until goes to time-out area

v. **Verbally rehearse how each misbehavior will be handled.**

Make adjustments if any part of the plan feels unworkable. The teacher should feel that she can and will implement the procedures.

Mr. Umaki: *Let's pretend Seth is making burping noises. What will you do?*

Mrs. Saltzman: *Ignore him.*

Mr. Umaki: *When Seth finds he can't get your attention with burps, he switches to loud coughing. What will you do?*

Mrs. Saltzman: *Ignore him.*

Mr. Umaki: *Now he switches to . . .*

Mrs. Saltzman: *I know. Now he begins making barking noises. I may crack up, but I'll give it my best shot.*

The plan for responding to misbehavior removes the stress of making constant judgment calls when the student misbehaves.

e. Develop a plan to increase positive interactions.

IN ADDITION TO reducing the amount of attention the student gets for misbehavior, success of the intervention is dependent upon increasing attention to responsible behavior. Adults must clearly demonstrate that there is a higher probability of getting adult attention when the student behaves than when he misbehaves.

i. Brainstorm a list of noncontingent positive interactions.

Noncontingent positive interactions occur simply because the student is part of the class community. Noncontingent positive interactions are nonevaluative, and simply tell a student that he is important. Noncontingent positive interactions include the following:

- Saying hello to a student entering the classroom;
- Walking with a student in the hall when escorting the class to the cafeteria;
- Greeting a student returning from lunch or recess;
- Wishing a student a happy vacation;
- Saying, "I look forward to seeing you tomorrow" at the end of the day;
- Asking how things are going; and
- Chatting about an interest.

All students deserve and need noncontingent positive interactions. Though it may feel awkward to increase friendly interactions, students respond to them. Eventually, interactions become natural as the student responds to the teacher. As interactions become more positive, the student who wasn't very likable becomes more likable. Time that was spent nagging, scolding, and reprimanding can be diverted to more enjoyable interactions.

Mr. Umaki and Mrs. Saltzman develop a list of times that Mrs. Saltzman might provide Seth with noncontingent positive interactions. They start their list with the beginning of the day:

- Greet Seth as soon as he enters the door in the morning.
- Give Seth a job during opening circle.
- Have Seth sit front and center during opening circle.
- Make friendly eye contact with Seth during opening circle.
- Ask Seth one question during sharing time.
- Between reading groups, check on Seth if he is at his seat.
- Have Seth listen to other students read when he is finished with his work.

- Whenever Seth is in line, walk with him to recess and chat.

The list prompts adults to interact positively with a student who has behavior problems. As the teacher and student engage in noncontingent positive interactions, the student learns that he doesn't have to misbehave to get attention. With each positive interaction, the student's need for attention is momentarily fulfilled and the student will begin to demonstrate appropriate behavior. In turn, the teacher will have more opportunities to provide the student with *contingent* positive feedback.

ii. Plan to provide contingent positive feedback.

In addition to providing the student with noncontingent positive interactions, the teacher will need to consciously give the student the attention he craves—when he behaves appropriately. Contingent positive feedback gives the student attention *and* information that describes what the student was doing responsibly. Students who have had difficulty consistently engaging in responsible behavior need to learn that responsible behavior is an easier and more satisfying way to get attention than irresponsible behavior.

The following guidelines may assist teachers in providing contingent positive feedback:

- Provide positive feedback to all students as a routine part of instruction.

  While presenting information to the class, the teacher can transition from one concept to another with short bursts of positive feedback.

  Teacher: *Joanne, Seth, Leah, you are actively listening. I can see that you have followed the information on your diagrams. Now class, the next thing we are going to do is . . . .*

- Provide positive feedback in all settings and activities.

  Opportunities for positive feedback can be found in all classroom settings and activities. For example:

  - While *groups* work on projects, the teacher can put her hand on Seth's shoulder and say, "This group is working together respectfully. Keep going."
  - While *working independently*, the teacher might go to different individuals, including Seth, and say, "You are hard at work. May I look at what you have done so far?"
  - During *discussions*, the teacher might say, "Students, I can tell by your comments that you are listening respectfully to your classmates. Seth, your comment about sharks eating plankton is very knowledgeable."

- Provide honest feedback.

If the student is tapping his pencil, it would not be appropriate to praise the student for sitting in his seat. Praise is not appropriate if the student is misbehaving. If a positive comment is triggered by inappropriate behavior, the interaction is negative because the teacher is responding to misbehavior. Misbehavior should be ignored, or a consequence implemented. Honest feedback can be given by catching the student when he is legitimately demonstrating responsible behavior.

> "Seth, you have started the morning very responsibly. You put your attendance card in its pocket. You got your reading book and started reading independently. I am impressed."

NOTE: An exception to this guideline may be made when behavior is so severe that it needs to be gradually shaped. In this case, it might be appropriate to provide positive feedback on an appropriate behavior while the student is engaged in an unrelated misbehavior. For example, if a student is developmentally delayed, it may be appropriate to praise him for working with his peers without touching, poking, or pushing—even though the student is making inappropriate noises.

- Link positive feedback to student goals or class rules.

By linking specific behavior to the student's goal(s) or to classroom rules, students begin to understand how their actions are related to more global or sophisticated expectations.

> "Seth, by lining up quickly and keeping your hands and feet to yourself, you were demonstrating cooperation and a sense of responsibility."

- Recognize important behavior and avoid praising simple behavior.

If a student is working on improving self-control, saying things like, "Good sitting," is not meaningful and potentially demeaning. Appropriate and relevant feedback might be, "You demonstrated self-control by listening patiently while I was giving instructions."

A behavior may be simple for one student, but new and complex for another. If the behavior is difficult, it would be appropriate to provide the student with positive feedback when the student is engaging in the behavior.

Mr. Umaki and Mrs. Saltzman make a list of contingent comments that might be given to Seth if he is behaving appropriately.

Teacher: *Seth, you are cooperating by:*

- *Working quietly at your seat.*
- *Keeping your hands to yourself.*

- *Going directly to the pencil sharpener, sharpening your pencil, and coming right back to your desk.*
- *Staying in your seat while someone was speaking.*
- *Following directions immediately.*
- *Waiting to talk to other students until the completion of the lesson.*
- *Participating actively with a cooperative group and staying on task.*

- Avoid the "good job" syndrome.

  One of the most difficult aspects of teaching is that teachers must focus on numerous variables at one time. While thinking about instruction and students, it is natural to fall into an automatic pattern of nonspecific rote comments such as, "terrific," "super," "nice job." When this happens, positive comments become background noise. Students may not even notice the attention, and there is no usable information. Students need to know how their specific actions translate into being "responsible," "on task," "polite," etc. Positive feedback is only meaningful when the student is aware of what he did well.

- Provide positive feedback in ways that do not embarrass the student.

  Some students respond well to private comments, but are embarrassed when comments are public. Some respond better when comments are emotionally neutral. "Ellen, you have produced a very creative story," may be more acceptable than, "Oh Ellen! I loved your story about the sea monster. It was so imaginative! I enjoyed it so much!" Some students respond well to nonverbal signals that can be worked out in advance. The teacher can look the student in the eye, give a prearranged signal such as a nod of the head, and then resume teaching. If the teacher has discussed the signal with the student, eye contact and a nod of the head will clearly communicate the message, "That was a good example of self-control." While specific feedback is important, it should always be delivered in a way that is acceptable to the student.

iii. Plan to informally conference with the student regarding his progress.

Contingent positive feedback should occasionally be given to the student during a one-to-one conference or informal conversation. Though this procedure takes time, it is very powerful and should not be overlooked.

Teacher:	*Seth, do you mind if I talk with you for a minute before you go to get on the bus?*
Seth:	*Am I in trouble?*

Teacher: *No. In fact, just the opposite. I wanted to talk about what fine progress you are making in learning to cooperate and think before you act. Do you feel that you are beginning to control your own behavior better?*

Seth: *I guess.*

Teacher: *Can you tell me a few examples of things that show cooperation and thinking before you act?*

Seth: *Well, one thing I've been trying real hard to do is to keep from bugging other kids when they are working.* (Pause.) *I guess I've been doing better at working in my reading group. Instead of making noises and stuff, I try to work hard.*

Teacher: *Seth, that's great. I think your parents would like to hear about the things you just shared with me. It's important for you to tell yourself that you are doing a good job. Do you have any questions or anything you wanted to mention to me?*

Seth: *No, I don't think so.*

Teacher: *Okay. I'll see you tomorrow morning. Have a nice evening.*

iv. **Strive for a ratio of at least three positive interactions to every negative interaction.**

By providing the student with noncontingent positive interactions, contingent positive feedback, and informal conferences, the student will begin to feel like a valued member of the school community.

f. **Involve other staff members in interacting positively with the student.**

THE IMPACT OF positive interactions can be increased by soliciting the help of other adults. P.E. teachers, music teachers, the librarian, supervisors of the playground, cafeteria and bus, the office staff, instructional assistants, and the custodial staff can all provide students with positive adult interactions. As the student feels the support and recognition of adults throughout the school, the need for attention in the classroom will be reduced.

Staff members who have contact with the student should be informed of the student's goal(s) and encouraged to watch for opportunities to provide the student with additional positive interactions. Help from staff may be solicited individually, via a letter, or in a staff meeting. When the school is large, it is sometimes useful to show a picture of the student. Ask staff members to greet the student, make eye contact, nod to the student in recognition, and so on.

g. **Identify ways to determine whether the intervention is helping the student meet his goal(s).**

THERE SHOULD BE at least two independent means of evaluating the student's progress. Because behavior is difficult to change, small improvements may go unnoticed unless there is a way to determine whether the intervention is having a positive effect.

Evaluation might include subjective information from the teacher, student, or parent(s). It might involve direct observation of the student to see whether he is improving, a direct count of desired behavior once a week, or a self-monitoring system.

- Subjective Information From the Teacher, Student, or Parent(s)

  To gather subjective information, the interventionist might schedule short conferences, or informal check-ins with the teacher (see Figure O-5), student and/or parent(s) (see Figure O-6). An informal log of subjective evaluations and/or a rating scale can be used to track student progress.

Figure O-5

Log of Teacher Contacts

NOTES

Informal Teacher Evaluation - Rating Scale

4 = The student had a terrific week.
3 = The student is doing better.
2 = The student is trying.
1 = The student made no progress.

Figure O-6

Log of Parental Contacts

Phone Contact ☐ Conference ☐

NOTES

Informal Parental Evaluation - Rating Scale

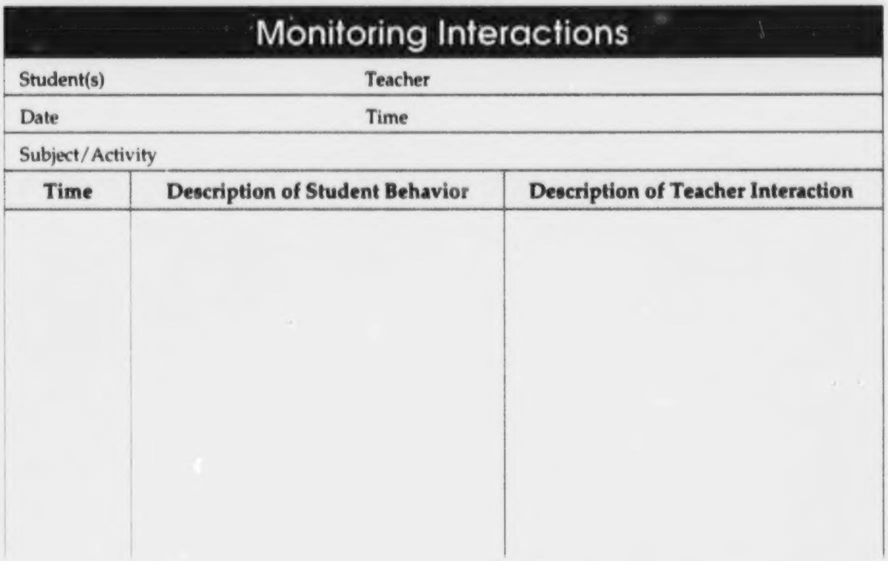
4 = The student had a terrific week.
3 = The student is doing better.
2 = The student is trying.
1 = The student made no progress.

NOTE: Copies of these forms are provided in the "Reproducible Materials" at the end of this intervention booklet.

- Direct Observation

Procedures used initially to monitor interactions may be used to monitor how the student is doing in response to changing the ratio of positive to negative teacher interactions. Student progress may be monitored by analyzing the amount and quality of responsible behavior and/or misbehavior, as well as determining whether the ratio of interactions is more positive using the "Monitoring Interactions" form described previously (see Figure O-7).

Figure O-7



Monitoring Interactions

Student(s)	Teacher	
Date	Time	
Subject/Activity		
Time	**Description of Student Behavior**	**Description of Teacher Interaction**

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

- Counting a Behavior

The frequency or duration of behavior may also be counted based on the student's individual goal(s). For example:

Goal: Responsible participation during large group instruction and guided practice.

Problem: The student blurts out comments and asks inappropriate questions during teacher directed instruction, makes noises, and disrupts learning.

Counting Method: Count the number of disruptions during teacher directed instruction each day and graph them. The behavior is improving if disruptions are reduced over time.

- Self-Monitoring

Self-monitoring is a process that helps the student become aware of his own behavior and the progress he is making. In some cases the student may rate his behavior (see Figure O-8). In other cases the student may actually count or record his behavior. The specific self-monitoring system should be designed to fit the goal(s) and sophistication of the student.

Figure O-8

Informal Student Evaluation

GOAL(S)	
Date	**NOTES:**
4 = I had a terrific day. **3 = I'm doing better.** **2 = I'm trying.** **1 = I'm doing about the same.**	
Date	**NOTES:**
4 = I had a terrific day. 3 = I'm doing better. 2 = I'm trying. 1 = I'm doing about the same.	
Date	**NOTES:**
4 = I had a terrific day. 3 = I'm doing better. 2 = I'm trying. 1 = I'm doing about the same.	
Date	**NOTES:**
4 = I had a terrific day. 3 = I'm doing better. 2 = I'm trying. 1 = I'm doing about the same.	
Date	**NOTES:**
4 = I had a terrific day. 3 = I'm doing better. 2 = I'm trying. 1 = I'm doing about the same.	

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Other methods of monitoring student progress might include tracking grades, work completion, and so on. Evaluation systems will vary depending on the goal(s) of the intervention, the sophistication of the student, and the time and personnel available to assist with monitoring.

Principal: *To monitor Seth's progress, I would like to schedule another observation in two weeks, and I think it would also be useful to have you and Seth's parents complete an anecdotal log and informal evaluation.*

Teacher: *Good. Seth's parents need to be a part of this. I would also like to informally monitor my interactions with Seth using the tape recorder. I'll try to do that a couple of times in the next two weeks.*

For additional information and samples of self-monitoring systems, see Intervention K: *Self-Monitoring.*

h. Determine who will meet with the student to discuss and finalize the plan.

USE PROFESSIONAL JUDGMENT to determine who will be present when the plan is discussed with the student. Some students are more responsive to a discussion if only one adult is present. In other cases, it will be important to include parents, an interventionist, and/or an assistant who will be working with the student.

Principal: *We need to decide how to introduce what we are going to do with Seth. Seth needs to establish goals and identify what he needs to do to reach those goals. He also needs to know what you will ignore, and the consequences for behavior that cannot be ignored.*

Teacher: *Do we actually tell Seth that I'm going to ignore him when he wanders around the room?*

Principal: *Yes, there are several reasons for telling Seth that he will be ignored when he engages in certain misbehavior. He needs to know that he is still valued—not a nonentity. We also need to communicate to him that by implementing this plan we are telling him that we trust in his abilities and know that he can be more responsible.*

If we are right about Seth's seeking attention through misbehavior, you should be prepared for his behavior to worsen before it gets better. If you ignore his misbehavior, he is likely to try harder to get your attention.

Teacher: *Oh good! If I know that's coming though, I guess I can deal with it.*

Principal: *It will be hard to change, but once Seth sees you are determined I think we can turn things around. I would like to be in on the first conference with Seth, and I think Seth's parents would like to know what we are doing.*

Teacher: *I don't think I could feel comfortable with his parents yet. Would you explain the plan to them?*

Principal: *I think Seth's parents will be responsive. Would it work for us to meet with Seth at 9:30 tomorrow morning? I can have Miss Eisenger take your class for you.*

i. Review the roles and responsibilities of all participants.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem and goal(s).

BEGIN THE MEETING with a quick review of the problem and goal(s).

BEST COPY AVAILABLE

After reviewing Seth's positive kindergarten and first grade years, Mr. Umaki helps Seth think about a happier second grade year, and helps him establish goals.

Principal: *Let's review what we've come up with. You are a good student, and we want you to have a great second grade year. What are the goals you can work on?*

Seth: *I guess I need to work on cooperating and I need to think before I do things.*

b. Help the student identify and rehearse specific actions he is willing to take to reach his goal(s).

THOUGH THIS INTERVENTION focuses heavily on teacher behavior, the student needs to know how to meet the expectations of the classroom. Have the student brainstorm actions he can take to reach his goal(s), verbally rehearse what he will do to reach his goal(s), and/or actually practice the behavior he will engage in to reach his goal(s).

Principal: *Seth, let's see if we can figure out how you can meet your two goals starting at the beginning of the day. What should you do when you enter the classroom?*

Seth: *I need to hang up my coat. Then I need to put my name in my attendance pocket. If I'm early I need to get a book and then sit down to read.*

Teacher: *That's exactly right, Seth.*

Principal: *Let's see if we can figure out actions that would be cooperative and actions that would not be cooperative. Would throwing your coat on the floor be cooperative?*

Seth: *No.*

Principal: *Would hiding someone else's coat be cooperative?*

Seth: *No.*

Principal: *Would sitting down in the reading corner and looking through several books be cooperative?*

Seth: *Yes.*

Principal: *Would yelling to Mrs. Saltzman across the room be cooperative?*

Seth: *No.*

Teacher: *What could you do instead?*

Seth: *I don't know.*

Teacher: *You could come over to me and stand by my side. I will know that you need my attention if you wait quietly.*

Principal: *Good. Seth, if you feel yourself starting to yell at Mrs. Saltzman remember your second goal. Think before you act.*

Seth, Mr. Umaki, and Mrs. Saltzman verbally practice how Seth might handle various activities that occur during the day, and then role play various situations.

c. Discuss the plan for ignoring some misbehavior and providing consequences for others.

THE STUDENT SHOULD have a clear understanding of how the teacher will handle misbehavior. The clarity of the student's understanding and the consistency of the teacher will help to eliminate unnecessary testing to determine what is or is not acceptable under the new rules.

Go through all of the probable misbehavior and the teacher responses identified in Step 1d.

Principal: *Seth, so far we have talked a lot about what you will do to make improvements. Mrs. Saltzman has also agreed to help you out. We have made a list of the kinds of things you do that get in the way of being cooperative.*

Teacher: *Yes, Seth. I wasn't sure what was going on in class. That upset me because I like you very much. Sometimes I thought I should call your parents. Sometimes I had you go stand in the hall, and sometimes I just nagged you. I don't think either of us liked me very much.*

Seth: (Nods.)

Teacher: *I'd like to change that, so I want to share with you how I will handle behavior that isn't cooperative. One of the things I will do is to ignore you if you do things that aren't cooperative.*

Principal: *Do you know what 'ignoring' means?*

Seth: *Yeah, she won't listen to me.*

Teacher: *Yes, Seth. In fact, I will pretend that I can't hear or see you when you aren't cooperating, but I will listen to you and see you when you are cooperating like you are now.*

Mr. Umaki and Mrs. Saltzman go through the list, explaining to Seth how Mrs. Saltzman will respond to various misbehaviors (see Figure O-9). They do not worry about Seth knowing exactly how Mrs. Saltzman will respond for every single misbehavior, but work with the list until Seth has a good general knowledge of misbehavior, ignoring, and consequences.

BEST COPY AVAILABLE

Figure O-9

Probable Misbehavior	Teacher Reaction
• Talking out	• Ignore
• Wandering around the room	• Ignore
• Poking other students	• In-class time-out
• Making smart-aleck remarks and inappropriate comments	• Ignore
• Making noises	• Ignore
• Being disrespectful of other students during cooperative groups	• In-class time-out
• Being off task during cooperative groups—hard on group members	• Time owed *(no penalty for group)*
• Pushing other students	• In-class time-out
• Arguing with the teacher	• Time owed until follows instructions
• Threatening to leave the classroom	• Ignore
• Refusal to go to in-class time-out	• Time owed until goes to time-out area

d. Review some of the ways the teacher and student can engage in positive interactions.

Teacher: *You know, Seth, I think you and I got off to a funny start. You are a very good student. You have a wonderful imagination, and a lot of energy. Mr. Umaki and I decided that it was going to be very important for you and I to enjoy each other when you are being responsible. If you need my attention, I want you to come stand by my side, or to raise your hand. I am going to make a big effort to say 'hello' to you in the morning and to notice you when you are being cooperative.*

e. Set up a time to meet regularly with the student to discuss progress.

Principal: *Seth, I would like to meet with you once a week for awhile to talk about how you're doing. It will be fun for me to see you more often.*

Teacher: *Seth, I'll be checking in with you throughout the day. I know we can make this work.*

f. Review the roles and responsibilities of all participants.

g. Conclude the meeting with words of encouragement.

Teacher: *Seth, I am very relieved that we have this plan. I like you very much and I know that we can have a great year. Together, we can make it the best year you've ever had.*

Step 3 Implement the plan.

a. Provide the student with a high ratio of positive to negative interactions by following the plan as consistently as possible.

LEARNING NEW PATTERNS of behavior and discarding old patterns of behavior can be very difficult for some students. If the student has learned to get attention for misbehavior, learning to gain attention through responsible behavior can feel very risky or uncomfortable. Demonstrate to the student that he has the support and encouragement of the adults around him. High ratios of positive interactions will be critical as well as calmly implementing the procedures designed for responding to misbehavior.

b. Evaluate the impact of the intervention, making revisions and adjustments if necessary.

THIS PLAN REQUIRES several weeks of consistent implementation. If student behavior does not gradually improve over two to three weeks, schedule another observation to make sure that the teacher has been able to effectively improve the ratio of positive to negative interactions. If the teacher is having difficulty interacting positively with the student, additional practice with positive interactions may help. The teacher may also use the "Monitoring Interactions" form (refer back to Figure O-1) to self-monitor interactions. By frequently audio or video taping herself, and occasionally analyzing the tape for positive and negative interactions, the teacher can learn to adjust interactions more effectively.

If there seems to be a problem consistently ignoring misbehavior or implementing mild classroom consequences, there may be some difficulty differentiating the borderline between appropriate and inappropriate behavior. If so, see Intervention P: *Borderlines and Consequences* for information on how to effectively define the borderline between behavior that should be ignored and behavior that requires a classroom consequence.

Even if the student has not made progress despite an effective change in interactions, continue with this plan. Improved interactions may not be a strong enough intervention to change this student's behavior. However, this intervention should be continued as all students function better within an environment where the teacher provides predominantly positive interactions. If changing the ratios of positive to negative interactions is not sufficient to result in significant changes, consider adding any of the following interventions:

- Intervention D: *Academic Assistance*
- Intervention J: *Teaching Desired Behaviors*
- Intervention K: *Self-Monitoring*
- Intervention L: *Structured Reinforcement Systems*

c. When the student demonstrates consistent success, fade the intervention.

SELF-MONITORING SYSTEMS and formal monitoring of student progress may be faded as the student demonstrates consistent success across several weeks. However, these procedures should be continued to some extent even after student behavior changes. If the student finds it is easier to get attention through misbehavior, his behavior is likely to regress.

Ratios of interactions should always be predominantly positive. Contingent and noncontingent positive interactions should be a natural part of the students' and teacher's day. All students need a supportive environment with more attention to responsible behavior than misbehavior.

d. Once the intervention has been faded, provide continued support, follow-up, and encouragement.

BECAUSE IT IS very easy for teachers and students to slip back into long established patterns of behavior, continue follow-up on an occasional basis throughout the year. Sometimes positive interactions gradually deteriorate. Periodic follow-up via informal interviews or an occasional observation can help the teacher resolve or prevent problems from developing.

By working together, Mrs. Saltzman, Mr. Umaki, and Seth's parents were able to implement the plan to ignore a large percentage of Seth's attention-getting misbehavior, to provide calm, consistent consequences for behavior that could not be ignored, and to provide Seth with a lot of positive interactions from many adults—including his parents. Though the change was initially difficult, Seth began to thrive on the attention and encouragement given.

Seth's parents were supportive by talking with Seth each night about things he had done that day to show cooperation and the ability to think before acting. Both parents even visited Seth in the classroom to reinforce his ability to cooperate.

Though Seth occasionally had setbacks, Mr. Umaki continued to meet with Mrs. Saltzman. Each found that periodic monitoring of interactions helped keep Seth on track. By Winter Break, everyone agreed that they should continue the plan, but that Seth's behavior had improved tremendously. Referral to special education and/or a recommendation for medicating Seth were both seen as unnecessary by everyone involved.

Conclusion

Teaching students to behave responsibly by increasing the ratio of positive to negative interactions seems almost too simple to affect change. However, this is a powerful intervention and should be part of all plans. Modifying the ratio of interactions teaches students that they can get attention through responsible behavior. Pride in responsibility grows and success begins to breed success.

NOTE: Though this intervention was described as an intervention to assist an individual student, it can also be implemented with groups of students or whole classrooms. Ratios of interactions should be predominantly positive with groups of students as well as individuals. Noncontingent positive interactions and contingent positive feedback should be a part of every teacher's repertoire.

References

Balsam, P.D. & Bondy, A.A. (1983). The negative side effects of reward. *Journal of Applied Behavior Analysis, 16,* 283-296.

Brophy, J.E. (1983). Classroom organization and management. *The Elementary School Journal, 83,* 254-285.

Brophy, J.E. & Good., T.L. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *The third handbook of research and teaching* (pp. 328-375). New York: Macmillan.

Brophy, J.E. & Good, T.L. (1974). *Teacher-student relations: Causes and consequences.* New York: Holt, Reinhart & Winston.

Bryant, S., McNeil, M.E., & Van Houten, R. (1988). A principal's inservice training package for increasing teacher praise. *Teacher Education and Special Education, 11*(3), 79-94.

Colvin, G. & Sugai, G. (1989). *Managing escalating behavior.* Eugene, OR: Behavior Associates.

Dietz, S. & Repp, A. (1973). Decreasing classroom misbehavior through the use of DRL schedules of reinforcement. *Journal of Applied Behavior Analysis, 6,* 457-463.

Elliott, S.N., Witt, J.C., Galvin, G., & Peterson, R. (1984). Acceptability of positive and reductive behavioral interventions: Factors that influence teacher's decisions. *Journal of School Psychology, 22,* 353-360.

Good, T.L. & Brophy, J.E. (1987). *Looking in classrooms* (4th ed.). New York: Harper & Row.

Hunter, M. & Russell, D. (1981). *Increasing your teaching effectiveness,* Palo Alto, CA: The Learning Institute.

La Vigna, G.W. & Donnellan, A.M. (1986). *Alternatives to punishment: Nonaversive strategies for solving behavior problems.* New York: Irvington Press.

Worrall, C., Worrall, N., & Meldrum, C. (1983). The consequences of verbal praise and criticism. *Educational Psychologist, 3,* 127-136.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Increasing Positive Interactions.* These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 **Develop a plan for using *Increasing Positive Interactions***

		Notes
a.	Establish a clear understanding of ratios of positive and negative interactions.	
b.	Review the problem and overall goal(s) for the student.	
c.	Conduct an observation to monitor and analyze teacher-student ratios of interactions. i. Set up an observation. ii. Conduct the observation. iii. Analyze interactions. iv. Consider self-monitoring classroom interactions (optional).	
d.	Develop a plan for responding to misbehavior. i. Brainstorm negative behavior the student exhibits. ii. Organize the list of misbehavior. iii. From the list, determine whether each misbehavior should be ignored, or whether consequences should be implemented. iv. Of the behavior that requires a consequence, determine what consequence will be implemented. v. Verbally rehearse how each misbehavior will be handled.	
e.	Develop a plan to increase positive interactions. i. Brainstorm a list of noncontingent positive interactions.	

The Summary Record (cont'd)

		Notes
ii.	Plan to provide contingent positive feedback.	
iii.	Plan to informally conference with the student regarding his progress.	
iv.	Strive for a ratio of at least three positive interactions to every negative interaction.	
f.	Involve other staff members in interacting positively with the student.	
g.	Identify ways to determine whether the intervention is helping the student meet his goal(s)	
h.	Determine who will meet with the student to discuss and finalize the plan.	
i.	Review the roles and responsibilities of all participants.	

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem and goal(s).	
b.	Help the student identify and rehearse specific actions he is willing to take to reach his goal(s).	
c.	Discuss the plan for ignoring some misbehavior and providing consequences for others.	
d.	Review some of the ways the teacher and student can engage in positive interactions.	
e.	Set up a time to meet regularly with the student to discuss progress.	
f.	Review the roles and responsibilities of all participants.	
g.	Conclude the meeting with words of encouragement.	

The Summary Record (cont'd)

Step 3 Implement the plan.

		Notes
a.	Provide the student with a high ratio of positive to negative interactions by following the plan as consistently as possible.	
b.	Evaluate the impact of the intervention, making revisions and adjustments if necessary.	
c.	When the student demonstrates consistent success, fade the intervention.	
d.	Once the intervention has been faded, provide continued support, follow-up, and encouragement.	

Monitoring Interactions

Student(s) Teacher

Date Time

Subject/Activity

Time	Description of Student Behavior	Description of Teacher Interaction

Log of Teacher Contacts

NOTES

Informal Teacher Evaluation - Rating Scale

4 = The student had a terrific week.
3 = The student is doing better.
2 = The student is trying.
1 = The student made no progress.

Log of Teacher Contacts

NOTES

Informal Teacher Evaluation - Rating Scale

4 = The student had a terrific week.
3 = The student is doing better.
2 = The student is trying.
1 = The student made no progress.

Log of Parental Contacts

Phone Contact ☐ Conference ☐

NOTES

Informal Parental Evaluation - Rating Scale

4 = The student had a terrific week.
3 = The student is doing better.
2 = The student is trying.
1 = The student made no progress.

Log of Parental Contacts

Phone Contact ☐ Conference ☐

NOTES

Informal Parental Evaluation - Rating Scale

4 = The student had a terrific week.
3 = The student is doing better.
2 = The student is trying.
1 = The student made no progress.

Informal Student Evaluation

GOAL(S)

Date **NOTES:**

4 = I had a terrific day.
3 = I'm doing better.
2 = I'm trying.
1 = I'm doing about the same.

Date **NOTES:**

4 = I had a terrific day.
3 = I'm doing better.
2 = I'm trying.
1 = I'm doing about the same.

Date **NOTES:**

4 = I had a terrific day.
3 = I'm doing better.
2 = I'm trying.
1 = I'm doing about the same.

Date **NOTES:**

4 = I had a terrific day.
3 = I'm doing better.
2 = I'm trying.
1 = I'm doing about the same.

Date **NOTES:**

4 = I had a terrific day.
3 = I'm doing better.
2 = I'm trying.
1 = I'm doing about the same.

INTERVENTION P

Borderlines and Consequences

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Borderlines and Consequences

It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior.

and/or

Consequences for misbehavior seem necessary, but do not seem to work....

To assist **STUDENTS** with problems associated with:

- Any Misbehavior That Requires the Use of Consequences
- Any Misbehavior That Is Difficult to Respond to With Consistency
- Disruptive Behavior
    - Noise
    - Out of seat
    - Blurting out
- Arguing
- Swearing
- Sarcasm
- Disrespectful Behavior
    - Talking back
    - Hostility
    - Rudeness
- Manipulation
    - Testing limits
    - "Last word"
- Excessive Behavior
    - Tattling
    - Complaining
    - Questioning

Introduction

Borderlines and Consequences provides guidelines for effectively implementing consequences for misbehavior. Though negative consequences are weak interventions for reducing chronic or severe misbehavior, their use is often necessary in combination with other procedures. When used effectively, consequences for misbehavior are part of an overall plan to teach students that some behavior is unacceptable and unproductive, while other behavior is more productive and satisfying.

Consistency and *calmness* are the keys to increasing the possibility that consequences will help a student learn to behave responsibly. Yet, consistency and calmness are surprisingly hard to achieve. With this intervention, teachers carefully analyze the borderline between acceptable and unacceptable behavior. This allows teachers to make the quick judgments necessary to follow through with consequences for infractions without undue stress. Simultaneously, it provides teachers with guidelines for knowing which behavior to encourage. By carefully analyzing the borderline between acceptable and unacceptable behavior, teachers can teach students expectations.

Rationale

Calmness and consistency are often impossible if there is no clear distinction between acceptable and unacceptable behavior. For example, "Marco" is a chronically disruptive student in Mrs. Laird's second grade classroom. Mrs. Laird, known for her fairness and patience, says that she doesn't know what to do with him. "Marco pushes the limits all day long. He's never really out of control and he isn't a threat to anyone. He just does annoying things. He sings at the wrong times. He pokes other students—just kid stuff, but . . . excessive . . . to the point that I get irritated. He also plays practical jokes. He makes smart remarks. I try to treat Marco like the other students, so I ignore some of it. Sometimes I encourage his jokes like I do with the other kids. I like my class to have personality. But then Marco goes too far and by the end of the day I know I'm correcting him for things that were okay at other times. In my attempt to be fair with Marco, I know I'm terribly inconsistent."

Marco's problem, like many chronic behavior problems, involves behavior that is appropriate within certain contexts, but inappropriate when engaged in excessively or at inappropriate times. Because the borderline between acceptable and unacceptable is hard to determine, students receive mixed messages from adults. For example, the student with chronic tattling problems sometimes tells the teacher about misbehavior that requires adult intervention, but usually tells on other students when it is inappropriate. The behavior itself is not a problem; excessiveness is a problem. The class clown is a funny kid with a good sense of humor. Yet, inappropriate clowning can cause undue disruption in the classroom. The distractible kid gets up to sharpen his pencil, has to wash his hands, go to the bathroom, ask a classmate a question, and then comment on the work of his neighbor. None of these actions is a misbehavior in and of itself; it is the combination of behaviors that interferes with classroom work.

Identifying the subtle distinctions between appropriate and inappropriate behavior is very difficult for teachers and students alike. Yet, without identifying those borderlines, chronic misbehavior is often perpetuated by inconsistency and irritation.

- If the borderline between inappropriate and appropriate behavior is unclear, consequences are often implemented late in the day when teachers are "fed up."

  When borderlines are unclear, teachers often find themselves implementing consequences when misbehavior can no longer be tolerated. "He just keeps pushing, and pushing, and pushing." When this occurs, some students engage in misbehavior because they are reinforced by their ability to upset the teacher. Therefore, it is important to define exactly when the student has crossed the line between acceptable and unacceptable behavior. A behavior that is unacceptable late in the day should be equally unacceptable if it occurs first thing in the morning. A behavior that is acceptable first thing in the morning should be equally acceptable late in the day. When the borderline is crossed , teachers can calmly implement a predetermined consequence rather than waiting until they "can't take it anymore." Students learn, "When I _____________, the consequence is _____________," instead of, "When I _____________, sometimes nothing happens, but sometimes I can make the teacher turn purple, raise her voice, and generally come unglued."

- If consequences are implemented inconsistently, some students will test the limits to see how much they can get away with.

  When consequences are established, it is inevitable that some people—including adults—will feel compelled to see how far they can go before they get caught. Think of an interstate highway with a 65 mile per hour speed limit. The 65 mile per hour speed limit is clear, as is the consequence for violating the speed limit. However, surprise, surprise. Most drivers do not drive 65 miles per hour or under. Depending on the state and the degree of enforcement, the average driver may cruise along the interstate at 68, 70, or 72 miles per hour. Why? Most drivers know there is a low probability of getting a speeding ticket. Therefore, many drivers will go at the highest speed they believe from past experience will not result in a consequence. The same phenomena occurs in classrooms when consequences are implemented sporadically. When students "get away with misbehavior," there may be a conscious or unconscious satisfaction on the part of the student. "Wow, I got away with it that time. I wonder if she'll notice if I do it again." To prevent undue testing of the limits, teachers need to apply consequences consistently.

- Consequences that are implemented with irritation or anger may result in students feeling that consequences are "done" to them, rather than "earned" by them.

  If teachers implement consequences inconsistently when irritated, students may conclude that consequences have nothing to do with the rules, or what they've done. Instead, consequences are implemented because the teacher is having a bad day. If students perceive that consequences are arbitrarily implemented because of how the teacher feels, they do not have to take responsibility for their actions. The message must be clear. Consequences have nothing to do with how the teacher feels. Students should know, "When *I do* _________, *the consequence is* _____________."

- Consequences that are implemented with irritation or anger may result in students feeling that consequences are unfair.

  If teachers implement consequences inconsistently when upset or irritated, students may feel that consequences have more to do with *who* they are than with what they've done. They may think, "I get nailed because I'm bad," or "The teacher picks on me. She only blows up when *I* cut up." If students perceive that consequences are implemented unfairly, they can blame their problems on the teacher. The message must be clear. Consequences have nothing to do with race, gender, age, or who you are. Students should know, "When *anyone does* _________, *the consequence is* _____________."

These common behavior management problems are often occurring when teachers hear themselves saying or thinking:

- "He really knows how to push my buttons."
- "I've had it up to here with her."
- "He just doesn't know when to stop."
- "How many times do I have to tell her . . . ."
- "He just doesn't listen . . . ."
- "Are you going to *make* me call your mother?"

Borderlines and Consequences provides guidelines for clearly defining the borderlines between appropriate and inappropriate behavior and carefully selecting effective consequences. By following these guidelines and concurrently implementing interventions for teaching and encouraging appropriate behavior, it is possible to help students overcome persistent problems.

The Summary

Before Implementing *Borderlines and Consequences*

Before this intervention can be successfully implemented, be sure that you have discussed the problem and general goal(s) for improvement with the student. Gather any relevant background information that may help in designing and implementing the intervention. In addition, contact the student's parent(s) or guardian to discuss the problem and keep the parent(s) informed of all aspects of the intervention plan. For more detailed information on preliminary steps, see the *Procedural Manual,* Chapter 2.

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. (A thorough description of this intervention follows in "The Detailed Plan.")

Step 1 Develop a plan for using *Borderlines and Consequences.*

a. Review the problem and overall goal(s) for the student.

b. Identify all the problem behaviors the student exhibits.

NOTE: A similar process may have been completed prior to implementation of this intervention. However, to ensure that all necessary information has been gathered, review or repeat this process.

c. Categorize the problem(s).

d. Select intervention priorities.

e. For each priority, identify examples of behavior that define the borderline between acceptable and unacceptable behavior.

- **i.** Identify the borderlines by example.
- **ii.** Identify the borderlines by setting limits.

f. Determine how to respond to unacceptable behavior.

- **i.** Consider the guidelines for selecting consequences.
- **ii.** Avoid common errors when selecting consequences.
- **iii.** Consider the many options available for consequences.

g. Define the borderlines and identify the consequences for any other priority problems identified in Step 1c.

h. Determine ways to encourage responsible behavior.

NOTE: If this step has already been completed, proceed to Step 1i.

i. Identify ways to determine whether the intervention is helping the student meet her goal(s).

j. Review, rehearse, and refine the plan.

k. Determine who will meet with the student to discuss and finalize the plan.

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem(s) and establish goal(s) with the student.

b. Begin with one priority and provide instruction on the borderline between acceptable and unacceptable behavior through discussion, modeling, role playing, and verbal rehearsal.
c. Explain the consequences, rehearsing various situations.
d. Define the borderlines and explain the consequences for any additional problems.
e. Implement positive interventions.
f. Schedule a time to discuss progress.
g. Review the roles and responsibilities of all participants.
h. Conclude the meeting with words of encouragement.

Step 3 Implement the plan.

a. Implement the plan as consistently as possible.
b. Meet regularly to fine tune the plan.
c. Evaluate the impact of the intervention, making revisions and adjustments as necessary.
d. Once the student experiences consistent success, provide continued support, follow-up, and encouragement.

The Detailed Plan

The detailed plan includes a scenario for optional study. This scenario is provided to fully illustrate procedures, and may be skipped if not required for a full understanding of the procedures. In the "Reproducible Materials" at the end of this booklet is "The Summary Record." This form may be used as a quick reference when designing this intervention and provides space for notes on how the plan will be tailored to fit the needs of the student and teacher.

Step 1 Develop a plan for using *Borderlines and Consequences.*

a. Review the problem and overall goal(s) for the student.

DEFINING THE NATURE and scope of the problem provides critical information for developing a successful intervention.

Carly, a student in Mrs. Parson's third grade, continually interacts with the teacher in negative ways. After a particularly difficult interaction, Mrs. Parson decides it's time for assistance. In talking with the principal, Mr. Hunter, she says, "Carly is so rude. She gets into a snit and talks back to me in front of the other kids. I sent her to you because I asked her to do something and she said, 'Who do you think you are?' I told her very calmly that she needed to watch what she said. Then she said in a very snotty tone, 'I'll need a mirror if you want me to watch what I say.' That was just the beginning. Finally, I just sent her down here. If she isn't being disrespectful, she is trying to manipulate me. She always has to get the last word in. 'Why do we have to do it? That's not fair.' And, on and on and on. Eventually, Carly gets down to work, but I feel like I spend the whole day dealing with her."

In talking with Carly's mother, the principal learns that Carly's mother has the same problem with her and doesn't know what to do. Mrs. Parson and the principal agree to do some intervention planning, and then to get back to Carly's mother. They decide the major goal of the intervention should be learning to interact respectfully with adults.

b. Identify all the problem behaviors the student exhibits.

NOTE: A similar process may have been completed prior to implementation of this intervention. However, to ensure that all necessary information has been gathered, review or repeat this process.

WRITE DOWN EVERY behavior or interaction viewed as inappropriate, or bordering on inappropriate. Work through a typical day, identifying any problems that might occur during various activities.

When the student first enters the classroom:

- Does she say or do anything that bothers you?
- Does she say or do anything that is annoying?

- Does she say or do anything that interferes with learning?
- Does she say or do anything that disrupts the class?
- Does she say or do anything that wastes class time?

Principal: *Tell me anything that Carly says or does that is annoying, beginning with the moment she enters the door. We need to list everything—even things that seem petty.*

Within a few minutes, Mrs. Parson has identified the following problems:

1. When Mrs. Parson says, "Good morning," Carly has:
   - Said, "Good morning, Mrs. Parson," in a sing song, sarcastic tone.
   - Said, "Oh, good. Another day with Mrs. Parsley."
2. When Carly is tardy:
   - She tries not to be counted tardy.
   - She implies that Mrs. Parson treats her unfairly compared to other students.
3. When Mrs. Parson calls on Carly during a discussion, she has said:
   - "Who cares about ______? This is stupid!"
   - "No one else is interested."
   - "Why would I care?"
   - "If you don't know the answer, you're pretty stupid."
4. When a group direction is given like, "Line up for recess," or "Everyone get cleaned up," Carly has:
   - Mimicked Mrs. Parson.
5. When Mrs. Parson gives assignments, Carly says:
   - "Why should I do it?"
   - "What a laugh. Here we go with another of Mrs. Parsley's dumb assignments."
   - "Okay, I'll do it," in a sulky, obnoxious tone.
   - "No one else has to do so much."
6. Carly tries to evade assignments. She has said:
   - "I don't see why I have to do it. I already did it once."
   - "Can't I fix just one problem? I understand it."
7. Carly has to get in the last word. She has said:
   - "You always give us too much."
8. When asked to clean up after some types of work:
   - Carly complains that Mrs. Parson never gives them enough time.

9. When Mrs. Parson talks with Carly, she has:
    - Walked away from her.
    - Glared at her.
    - Sighed (in a disgusted manner).

Continue the process, identifying as many misbehaviors as possible. Some misbehaviors that are listed may not be dealt with in this intervention; but a complete list will help define the parameters of the intervention. Ask questions like the following to complete this step:

- Does the student comply with instructions?
- Does the student get along with other students?
- Does the student get her work done?
- Does the student get her work done satisfactorily?
- Are there any other problems you've noticed?

The principal and Mrs. Parson add to the list:

- Carly sometimes forgets her homework.
- Carly sometimes makes inappropriate noises, like belching.
- Carly doesn't have many friends.

c. **Categorize the problem(s).**

EXAMINE THE LIST to determine whether the misbehavior can be categorized. For example, if the list includes pencil tapping, screeching chairs, and making animal noises, combine this behavior into the category "making noises." If the student tells everyone to pick up their things, tells the teacher to watch the clock, tells other students to sharpen their pencils, and so on, combine this behavior into the category "bossiness."

Principal: *From the list, we need to categorize the problems Carly is having. It looks like your initial concern about disrespect is clearly a category.*

Mrs. Parson: (Nods.)

Principal: *Is complaining a problem?*

Mrs. Parson: *Yes, Carly complains all day long. About half the time her complaining is disrespectful, and the rest of the time it's just excessive.*

Principal: *Let's try categorizing the list using disrespect and complaining as major categories. We can make adjustments as we go.*

The principal and teacher categorize the list of annoying behaviors generated in Step 1b (see Figure P-1).

Figure P-1

Misbehavior	Category
1. When Mrs. Parson says, "Good morning," Carly has:	
• Said, "Good morning, Mrs. Parson," in a sing song, sarcastic tone.	disrespect
• Said, "Oh, good. Another day with Mrs. Parsley. "	disrespect
2. When Carly is tardy:	
• She tries not to be counted tardy.	negotiating
• She implies that Mrs. Parson treats her unfairly compared to other students.	complaining
3. When Mrs. Parson calls on Carly during a discussion, she has said:	
• "Who cares about ______? This is a stupid!"	disrespect
• "No one else is interested."	disrespect
• "Why would I care?"	disrespect
• "If you don't know the answer, you're pretty stupid."	disrespect
4. When a group direction is given like, "Line up for recess," or "Everyone get cleaned up," Carly has:	
• Mimicked Mrs. Parson.	disrespect
5. When Mrs. Parson gives assignments, Carly says:	
• "Why should I do it?"	negotiating
• "What a laugh. Here we go with another of Mrs. Parsley's dumb assignments."	disrespect
• "Okay, I'll do it," in a sulky, obnoxious tone.	disrespect
• "No one else has to do so much."	complaining
6. Carly tries to evade assignments. She has said:	
• "I don't see why I have to do it. I already did it once."	complaining
• "Can't I fix just one problem? I understand it."	negotiating
7. Carly has to get in the last word. She has said:	
• "You always give us too much."	complaining
8. When asked to clean up after some types of work:	
• Carly complains that Mrs. Parson never gives them enough time.	complaining
9. When Mrs. Parson has talked with Carly, she has:	
• Walked away from her.	disrespect
• Glared at her.	disrespect
• Sighed (in a disgusted manner).	disrespect
10. Carly sometimes forgets her homework.	homework
11. Carly sometimes makes inappropriate noises, like belching.	inappropriate noises
12. Carly doesn't have many friends.	friends

d. Select intervention priorities.

ONCE THE PROBLEMS have been categorized, select one, two, or possibly three priorities for immediate intervention. Less important categories of misbehavior can be dealt with after the student has resolved the most pressing problems.

Priorities should be identified based on three variables:

1. How manageable will the change be?

   When selecting problems for immediate intervention, the change needs to be manageable for the student and teacher. Though many problems may exist, it is important to select priorities based on the sophistication and ability of the student, and manageability for the teacher. If the student is intellectually limited, or a vast change is required, it may be best to select only one problem. If too many problems are selected, the teacher and the student are likely to become overwhelmed and discouraged.

2. How important is it to resolve the problem?

   The most pervasive or disruptive problems should be dealt with first. Less intrusive problems can be handled once the student is experiencing success. Sometimes less important problems will resolve themselves as the student improves in other areas.

3. How difficult is it to respond consistently?

   If it is hard to respond consistently to student behavior, it will be important to define borderlines.

Plan to identify borderlines for a manageable number of problems.

Mrs. Parson: *I think the major problem remains disrespect.*

Principal: *I suspect that is also part of Carly's problem making friends. How about the inappropriate noises and missing homework?*

Mrs. Parson: *I've taught the class to ignore the noises. That's another 'later' issue. And, homework . . . she always makes it up sometime during the day. Her academic progress is okay. Homework is a problem, but again something we can tackle later.*

Principal: *Is complaining a major problem? Can it be ignored, or do you need to deal with it?*

Mrs. Parson: *I think it's part of the bigger picture. Her constant comments lead to disrespect.*

Principal: *Let's go with those two categories then—disrespect, and excessive complaining. What about negotiating?*

Mrs. Parson: *Let's leave that until later. After we set up a plan for disrespect and complaining we can decide whether or not to add in negotiating.*

e. **For each priority, identify examples of behavior that define the borderline between acceptable and unacceptable behavior.**

THOUGH IT SEEMS relatively easy to define borderlines for some problems such as hitting or use of inappropriate language, even this behavior has somewhat fuzzy borderlines. Where is the borderline between hitting someone and patting someone on the back? Is "jeeze" acceptable language? How about "crap" or "damn"?

For some problems, borderlines are inherently difficult to define with clarity. These problems are open to inconsistent responses from adults. For example, where is the line between friendly teasing and cruelty? Where is the borderline between talking back and stating one's opinion? Where is the borderline between chronic tattling and social responsibility? Where is the line between sarcasm and wit?

To define borderlines, work with one problem at a time, beginning with the highest priority problem. Borderlines will be determined by: (1) identifying situations and *examples* of acceptable and unacceptable behavior; and, in some cases, by (2) identifying the limits of acceptable behavior.

i. **Identify the borderlines by example.**

Identify a number of typical situations that have resulted in unacceptable behavior. For each situation, list ways the student might handle the situation inappropriately and ways the student might handle the situation appropriately. (The list of situations and problems generated in Step 1b can be used, along with any other examples that surface.) See Figure P-2 for examples.

Figure P-2

If the problem is inappropriate language, the following kinds of examples might be used to define borderlines.

Situation: Thomas trips in the classroom.

Acceptable Response	Unacceptable Response
"Darn!"	"D__n!"
"Oops!"	"S__t!"

Situation: Thomas misses a ball in four square.

Acceptable Response	Unacceptable Response
"Darn!"	"D__n!" "S__t,"
"Shoot!"	"F__k," or "Piss on you."
No comment.	

If the problem is hitting, physical examples might be used to define borderlines.

Situation: Brenda wants to get someone's attention.

Acceptable "Touching"	Unacceptable "Hitting"
Touching someone like this.	Touching someone like this.
(Tap the student's shoulder.)	(Hit the wall to demonstrate.)

If the problem is putting others down, the following kinds of examples might be used to define borderlines.

Situation: Someone says something that Philip already knows.

Acceptable Response	Unacceptable Response
Nodding his head.	"Isn't that obvious?"
"I noticed that too."	"Bravo, aren't you astute!"

If borderlines are hard to define, identify many situations and many examples of acceptable and unacceptable behavior. Include a sufficient number of examples so that the teacher and student can easily generalize to classroom situations.

ii. **Identify the borderlines by setting limits.**

While the borderline for most problems can be defined by generating a sufficient number of examples, misbehavior can be the result of excessiveness rather than inappropriateness. When this occurs, it is important to provide the student with information about how often a behavior is appropriate. An example might be the student who asks to have assignments clarified well beyond what is necessary. In this situation, the teacher might define the borderline by limiting the student to a certain number of questions each morning and afternoon. This system would be explained to the student as follows: "Arthur, I want you to keep trying your best, but I've noticed that you often ask questions when you know the answer. Because I want you to learn to be more independent and to trust yourself, I am going to give you eight tickets to use for questions each morning. Each time you ask a question, you will give me a ticket. When you run out, I won't be able to answer your questions. This will help you think carefully about the questions you ask." By limiting the number of questions, the teacher has begun identifying the borderline between acceptable and unacceptable behavior.

Limits tend to be used for behavior that teachers do not want to eliminate, but hope to reduce. Another example would be the student who clowns around too much. "Tony, we all love your great sense of humor, but you need to learn how to curb it a bit. Your jesting is interfering with what we need to accomplish. Therefore, I am going to give you five 'laugh' tickets for the day. Use the tickets wisely. Once they are gone, you cannot take class time for jokes and fun comments. If you take additional time to entertain us after your tickets are gone, you will owe time."

To determine limits, consider what would be acceptable from any student, what is reasonable for the teacher, and whether the student could reasonably meet the expectations. If major change is required, initially set limits that are within the range of the student's successful performance and gradually shape the behavior.

Limits require that additional consequences also be stipulated in case the student exceeds her limit. Various consequences are discussed in Step 1f.

To complicate this process, some students have problems with excessiveness because they do not know when a behavior is appropriate. If this occurs, set limits and then use examples to determine when the behavior is appropriate or inappropriate. These examples will be used to actively teach the student when to engage in the behavior, but will not affect the limit placed on the behavior. For example, if the student asks too many questions, the teacher might allow her ten questions each morning. When the teacher discusses the plan with the student, she would use examples of inappropriate and appropriate questions to help the student learn when to use her ten questions. During implementation, the teacher might help the student evaluate whether to ask a question by asking, "Diane, do you know the answer to that question? Are you sure you want to use one of your tickets for that question?" When the student asks an appropriate question, the teacher would provide verbal feedback. "Diane, that was a good question. You need that information to get started." And finally, when the student can make judgments, the teacher would give the student corrective feedback as necessary. "Diane, you just used a question to get information that wasn't important. Think carefully before you ask your next question."

Principal: *Let's define borderlines for disrespectful interactions by looking at the list of situations you generated and make a list of disrespectful behavior that Carly might engage in, and a list of more responsible alternative behavior.*

Mrs. Parson: (Nods.)

Situation: Mrs. Parson says, "Good morning, Carly."

Disrespectful Behavior to Correct	**Responsible Behavior to Encourage**
Carly says in a mocking voice, "Good morning, Mrs. Parson."	Carly says in a friendly or neutral voice: • "Good morning." • "How are you?"
Carly turns her back on Mrs. Parson.	Carly responds with a smile or nod.

Situation: Mrs. Parson says, "Class line up," or gives any general class direction.

Disrespectful Behavior to Correct	**Responsible Behavior to Encourage**
Carly says, "Why should I?"	Carly gets in line without comment.
Carly mimics Mrs. Parson.	Carly asks, "I'm not finished. Do I have time to get this part done?"

Situation: Mrs. Parson gives an assignment.

Disrespectful Behavior to Correct	**Responsible Behavior to Encourage**
Carly: • (Mimics) "Do problems 1-10." • Says, "That's a joke." • Asks, "Why should I do it?" • Calls Mrs. Parson a name. • Sulks.	Carly: • Gets busy on the assignment without comment. • Asks a question to clarify what she needs to do on the assignment.

Because there will always be an element of subjectivity in deciding whether a behavior is acceptable or unacceptable, this step provides examples that help the teacher define consistent borderlines. Once established, the borderlines will be taught to the student.

f. **Determine how to respond to unacceptable behavior.**

THIS STEP WILL be completed separately for each category of misbehavior.

i. **Consider the guidelines for selecting consequences.**

When selecting a consequence for irresponsible behavior, keep the following concepts in mind:

- Consistency is the most important factor.
- If the behavior occurs 18 times a day, choose a consequence that can be easily implemented 18 times.
- It is easier to consistently implement a mild consequence than a severe consequence.
- The student should get very little adult or peer attention as a consequence for misbehavior.

- If the teacher stays calm when implementing a consequence, the teacher's behavior is less likely to reinforce the student.
- When possible, the consequence should have some logical association to the misbehavior.
- The student should be informed in advance that a given behavior will lead to a given consequence.
- Consequences for misbehavior alone are not sufficient—catch the student behaving responsibly and give attention and encouragement.

ii. Avoid common errors when selecting consequences.

- *Avoid differential consequences based on the severity of the problem.*

  Though it may seem logical to establish a set of consequences based on the severity of the misbehavior, there are too many places where subjectivity may affect a teacher's ability to be consistent. For example, if a student has trouble being respectful, she might be reprimanded for a minor problem, timed-out for a moderate problem, and sent to the office for flagrant disrespect. This type of system forces the teacher to make continual judgments regarding the severity of the misbehavior. If the misbehavior occurs frequently, even the most tolerant teacher can be stressed out as she tries to make numerous judgments throughout the day, while still trying to teach.

  Even if the teacher can handle a system of differentiated consequences, the student may feel like the system is spurious. "Sometimes the teacher does nothing and other times she gets all bent out of shape and sends me to the principal." Consequences tend to be more effective when communication with the student is clear and consistent. "Each time you are disrespectful, you will go to the time-out area and write down what you did that was disrespectful."

- *Avoid designing sequential consequences.*

  In a sequential plan, consequences become progressively severe each time a student engages in a misbehavior. For example, the system might dictate that the teacher write the student's name on the board as a warning for the first infraction. For the second infraction, the student owes time after class. For the third infraction, the student stays after school and her parents are contacted, and for the fourth infraction, the student is sent to the office.

  Sequential consequences tend to be effective for students if they engage in misbehavior infrequently, and may work if a teacher has students only for one period. However, sequential systems are difficult to implement for teachers who have the same students throughout the day. If a student engages in frequent mild misbehavior, the teacher has to make difficult choices every time the student misbehaves. If the teacher is consistent, the student might end up in the office by the middle of each morning for having engaged in a mild misbehavior such as making an annoying noise, or talking at an inappropriate time.

  Because most teachers are reticent to send a student to the office for minor misbehavior, many teachers choose a second option—inconsistency. The first time the student misbehaves, the student's name goes on the board. Ten minutes later, the student engages in minor misbehavior and he owes time after class. But a half hour later the student engages in minor misbehavior, a disrespectful comment, and the teacher begins delaying the process. "Oh, Tim's comments weren't so bad. I don't want to have to call his parents about being sarcastic." As the student grows a little bolder, another check might go on the board and the teacher has to face a call to the parents. Now things get very tricky for the teacher. If the student is disrespectful again, he must be sent to the office, but it is only 10:04 A.M. Because sequential consequences tend to become more harsh as time goes on, they are very hard to implement with fairness and consistency.

iii. Consider the many options available for consequences.

Select a consequence for unacceptable behavior that is the most effective in teaching the student to behave responsibly and the least intrusive to the flow of classroom activities. Some options include:

- *Ignoring*

  When a student engages in irresponsible behavior to gain the teacher's attention, *ignoring* is the most effective consequence. When the student engages in irresponsible behavior, the teacher continues on as if the behavior didn't occur. By failing to respond, both verbally or nonverbally, the teacher communicates to the student, "*You* need to be responsible for your behavior."

  When ignoring is used as a response to misbehavior, the teacher must seek opportunities to interact positively with the student—saying "Hello" to the student, engaging in friendly interactions, and providing positive feedback when possible. By ignoring irresponsible behavior *and* interacting with the student when she is behaving responsibly, the student will learn that she can get attention easily by behaving responsibly.

  Ignoring is a difficult technique to implement. If the student misbehaves to get teacher attention, behavior is likely to worsen before it gets better. If the student has a long history of getting attention negatively, she will try harder to get attention in the way she has been most successful—through misbehavior. Though difficult to deal with, worsening behavior is a sign that ignoring will eventually work. Give ignoring at least two weeks of consistent implementation before making judgments regarding the effectiveness of the procedure.

- *Gentle Verbal Reprimands*

  When the student does not know that a behavior is unacceptable or is unaware of when she engages in a particular behavior provide a gentle verbal reprimand. A gentle verbal reprimand provides the student with a reminder that she is engaging in inappropriate behavior or that she is about to engage in inappropriate behavior. Gentle verbal reprimands should be given in a neutral or supportive tone, and provide the student with information. "Alison, when I hear that edge in your voice I know that you are starting to get argumentative. Please try that statement again, but in a less argumentative tone." When providing a gentle verbal reprimand:

  - Go over to the student if possible. Reprimands from across the room tend to be ineffective.

- Calmly state what the student should be doing.
- When the student begins to exhibit more acceptable behavior, praise.

If a reprimand must be repeated, avoid increasing the emotional intensity of the repeated feedback. The student is less likely to be reinforced for the misbehavior by a short, neutral statement than by an angry or lengthy attempt to correct the student's behavior.

- *Verbal Cues and Warnings*

When student misbehavior tends to slide from appropriate behavior into inappropriate behavior, a verbal warning may be an appropriate consequence prior to a more severe consequence (such as in-class time-out or time owed).

As the student begins accelerating a specific behavior, the teacher might say something like, "Amber, your tone of voice is starting to sound impatient. You need to take a deep breath. Then lower your voice. "

- *Delaying*

When a student engages in excessive misbehavior to get attention, *delaying* may be an appropriate response. If the goal of the excessive behavior is to get teacher attention, students often find that delays are not reinforcing. For example, if delaying is selected as a response to a behavior like complaining, the teacher might say, "Mica, that was a complaint. We can talk about it later during your discussion time." If delaying is selected as an effective response for undue tattling, the teacher might say, "Sue, you are starting to tattle. If it is not an emergency, you need to wait until after school to tell me."

- *Parental Contacts*

Parental contacts are a vital part of any intervention plan; however, they should not be viewed as an effective consequence for *chronic* misbehavior. Parental contacts may be effective consequences if the student: (1) *rarely* engages in misbehavior, and (2) is from a home with firm but supportive parents.

Unfortunately, many children with chronic behavior problems may be in situations where parental corrections are not effective—particularly for problems that occur outside of the home. It is not uncommon for their parents to think or say, "What am I supposed to do? My child talks back to the teacher at school and the teacher expects me to do something about it at home? What do they want me to do?" The result may be defensiveness, a sense of helplessness, a highly emotional confrontation with the student, nagging, punishment, etc. all of which are likely to be ineffective and in some cases even abusive.

Parents should always be kept informed of problems and successes at school. When parents need to be contacted about a problem, suggest that they talk to their child. Avoid implying that the parents should "punish" the child. The consequences for the child's misbehavior should occur at school. The purpose of the parental contact should be to keep the parents informed and to have them encourage the child to behave more responsibly.

- *Time Owed*

  When the student engages in misbehavior frequently, *time owed* communicates to the student that misbehavior wastes class time and needs to be repaid during a time that is *valued* by the student.

  For example, when the student engages in a misbehavior, the teacher would calmly say, "That was an example of ________. You owe one minute of recess."

  If time owed is being used as a consequence for *frequent* misbehavior, it is important to set up small amounts of time owed for each infraction. A common error is to have the student owe an entire recess for each infraction. With frequent misbehavior, the teacher soon runs out of recesses to take away. The teacher and student end up without needed breaks, and any potential impact from the consequence is soon lost. In most cases, owing one minute per infraction is more effective than owing large amounts of time.

  Decide what the student should be doing during time owed. In some cases, time might be used to discuss the problem with the student. If time is owed repeatedly, the student should sit doing nothing. The more boring time owed can be made, the better.

  This consequence may be difficult to implement for secondary teachers and for elementary teachers who have students for only one period, such as librarians, PE teachers, or music specialists. These teachers should consider in-class time-out.

- *In-Class Time-Out*

  When a student engages in misbehavior frequently, *in-class time-out* communicates to the student that taking part in class activities is a privilege.

  When the student engages in unacceptable behavior, the teacher could calmly say something like, "That was an example of _________. Go to time-out and think about other ways you might have handled that situation. You may return to your seat when the timer rings." Time-out in the room may be as simple as having the student go to a chair at the side of the classroom, or to a study carrel.

  Determine in advance how long the student will spend in in-class time-out. Some teachers structure time-out with the instruction, "Come back and join the group whenever you are ready." Other teachers require time-out for a specified period of time. If time limits are imposed, the time period should be short. For students in sixth grade and above, five minutes tends to be a reasonable period of time. For younger students, time-out should last five minutes or less and be based on the age and sophistication of the student. With kindergarten and first grade students, one minute time-out periods are about right. If a time limit is imposed, a timer should be set so that the student isn't forgotten. Time begins when the student is in the time-out area and sitting quietly. Young students should be escorted to the time-out area.

If an older student is likely to refuse to go to the time-out area, she should be informed that the amount of time she takes to get to time-out will be recorded and she will have to owe that time from recess or after school.

While in time-out, the student should sit and do nothing, or if academically capable the student might fill out a "Behavior Improvement Form" (see Figures P-3 and P-4).

If the student misbehaves after returning from time-out, calmly let the student know that she needs to return to the time-out area. In the first several days of implementing time-out, a student might be sent to time-out five, ten, or even 20 times! That is okay: The consequence will only be effective if implemented calmly, consistently, and sometimes with persistence.

- *"Behavior Improvement Form"*

When a student engages in misbehavior without thinking, it may be useful to have her fill out a "Behavior Improvement Form" so that she can reflect on her actions and think about ways to avoid future problems. (See Figures P-3 and P-4.) This consequence requires that the student have sophisticated reading and writing skills, and would not be appropriate for a student who struggles academically.

Figure P-3

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. **What was your behavior?**

2. **What did you want? (Check at least one.)**

☐ I wanted attention from others.
☐ I wanted to be in control of the situation.
☐ I wanted to challenge the teacher's authority.
☐ I wanted to avoid doing my work.
☐ I wanted to be sent home.
☐ I wanted to cause problems because I am miserable inside.
☐ I wanted to cause others problems because they don't like me.
☐ I wanted revenge.
☐ I wanted__________________________________.

3. **Did you get what you wanted?** Yes ☐ No ☐
Why?

4. **What could you do differently?**

5. **Will you be able to do it appropriately?** Yes ☐ No ☐
Sign

Given by:	**Time Started:**
Reviewed by:	**Time Ended:**
Class:	**Number of Minutes:**
	Time Added:
	Total Time Owed:

Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior.* Eugene, OR: Behavior Associates.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

Figure P-4

Behavior Improvement Form
(Simplified Version)

Name	**Date**

What happened?

What could you do differently?

Sign here.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this intervention booklet.

When the student engages in a misbehavior, the teacher would calmly say, "That was an example of _________. You need to think about what you did and fill out a 'Behavior Improvement Form.'"

The "Behavior Improvement Form" requires the student to think about her actions, begin assuming responsibility, and learn how to take control by identifying more acceptable ways of handling similar situations.

- *Time-Out in Another Location*

When a student engages in misbehavior that is too disruptive for the student to remain in the classroom, an out-of-class consequence may be required. Though sometimes necessary, out-of-class consequences should be reserved for behavior that is highly disruptive. This sort of behavior would include overt defiance toward adults; noncompliance; loud sustained disruptions; highly aggressive behavior such as hitting, hair pulling, or grabbing; and sustained screaming.

All procedures should be determined in advance if a student's misbehavior is so severe as to warrant removal from the classroom. Some questions to consider include:

- What behavior warrants removal from the classroom?
- Where will the student go for out-of-class time-out?
- How long will the student spend in the time-out location?
- What will the student do while she is in time-out?
- Who will supervise the student while she is in time-out?
- How will the student transition back to the classroom?

Typical out-of-class time-out locations include: (1) hallways; (2) the office; (3) another classroom; (4) a school time-out room or in-school suspension;

(5) after-school or lunch time detentions; and (6) sending the student home. Each of these options have inherent drawbacks and limitations and should be viewed as *temporary measures that will not solve a problem in and of itself.* The only reason for using any of these consequences is when a behavior simply cannot be tolerated in the classroom because it impedes the learning of other students.

1. *Hallways*

   Moving a disruptive student to a hallway is not recommended as supervision issues may arise. What are the liability issues if the student leaves the building and is missing or injured?

2. *The Office*

   The office can be a viable place to send the student, but only if the student can be placed in a dull location away from all other people and out of listening range from the normal business of the office. For example, it may be possible to position a study carrel in the quietest corner of the office so the student is somewhat isolated from the sounds and sights of the office.

3. *Another Classroom*

   Time-out in another classroom may be a viable option if students in the other classroom have been taught to ignore students who have been sent to the room for time-out. This option should be carefully set up as no consequence should result in humiliating a student. Students in the out-of-class placement should understand that they are helping another student by providing a quiet place for the student to work or think things over.

4. *School Time-Out Room or In-School Suspension*

   Time-out rooms or in-school suspensions can work well if the school has the space and personnel to supervise the room. A time-out room is generally supervised by a trained assistant who does not interact with the student until she is ready to be transitioned back to the classroom.

5. *After-School or Lunch Time Detentions*

   After-school or lunch time detentions are generally not effective for frequent or chronic misbehavior. The delay in the consequence dilutes its effectiveness. If the student misbehaves early in the day and is informed that she will have detention, the consequence can't be imposed again if the misbehavior occurs a second time. The functional result is that teachers are unable to respond consistently to misbehavior.

6. *Sending the Student Home*

   When a student is sent home, it communicates that the student's misbehavior is severe and intolerable. However, the consequence in and of itself tends to be problematic. Consequences should be emotionally neutral and boring. When a student is sent home, she may be left in an unsupervised situation. Will she get to watch TV all day? Will she be left to roam the streets and play outside? When a student is sent home, do the parents know how to support the school's effort? Will the student receive sympathy? Will the student receive emotionally charged attention?

If sending the student home is considered as a consequence, provide the parents with suggestions on how to make the experience productive for their child. The best way to accomplish this is if the parents will make the time boring for the student. If the parents are unwilling or unable to do this, this consequence has a low probability of successfully teaching the student to behave more responsibly. The student may even decide that she enjoys being out of school more than being in school.

Consequences may be planned by the teacher and interventionist, or selected by the student and the teacher. If you wish to include the student in the process of identifying consequences, first review the list of consequences. Select the consequences that would be reasonable, and then pick specific consequences in collaboration with the student when you meet to discuss and finalize the plan.

Principal: *Now that we've defined disrespectful interactions and identified some respectful alternatives, let's decide on a consequence for disrespect. Some options include gentle verbal reprimands, ignoring, time owed off recess, time-out in your classroom, the 'Behavior Improvement Form,' time-out in another location, and some others. Any thoughts?*

Mrs. Parson: *I feel like I have reprimanded 'til I'm blue in the face. Ignoring doesn't seem appropriate. I would rather not send Carly out of the room. I don't want her to think I can't handle things. Time-out in the room might be an option. Tell me more about time owed and the 'Behavior Improvement Form.'*

After discussing the various options, the principal and teacher agree that Carly should go to time-out in the classroom when she has been disrespectful.

g. Define the borderlines and identify the consequences for any other priority problems identified in Step 1c.

IF THE INTERVENTION will focus on more than one misbehavior, complete Step 1e (defining borderlines) and Step 1f (selecting consequences) for any additional problems that were identified as priorities.

Next, Mrs. Parson and the principal begin work on excessive complaining. After defining borderlines by example, it is decided that a good response for complaining will be *delaying*. Because Carly is academically capable, they decide that she should write down her complaints for a later discussion with the teacher. This response to excessiveness will require Carly to determine whether the complaint is important enough to write down, and also provides Mrs. Parson with a consistent response.

Mrs. Parson: *I can actually see how this might work. If Carly says, 'You give us stupid work,' then I can say, 'Carly, that's a complaint we can talk about. Write it in your log and we will discuss it during our debriefing tomorrow.'*

Principal: *What about negotiating?*

Mrs. Parson: *Couldn't I handle it the same way? I could say, 'If you really want to talk about shorter assignments, write it down and we can discuss it on Tuesday.'*

h. Determine ways to encourage responsible behavior.

NOTE: If this step has already been completed, proceed to Step 1i.

IN ADDITION TO determining borderlines and establishing consequences, the plan *must* include procedures that focus on responsible behavior. While working on eliminating or reducing inappropriate behavior through the use of consequences, there must be a corresponding emphasis on encouragement and support for things the student does well. Consequences may work, but only when the student learns that it feels good to be responsible; therefore, consequences alone rarely improve behavior for any length of time.

In some cases, encouragement, praise, and positive attention will be sufficient. (See Intervention O: *Increasing Positive Interactions*.) In other cases, support and encouragement for appropriate behavior may need to be as highly structured as a reinforcement contract. To determine procedures for encouraging responsible behavior, consider the following options:

- *Brainstorm a list of ways to focus on appropriate behavior and select procedures that will be manageable.*

  First identify a list that reflects what the student does responsibly. Include special strengths, abilities, and things the student likes to do. Next generate a list of positive activities that would provide the student with positive interactions. Include procedures that would highlight and encourage what the student does well.

The principal and teacher brainstorm a list of Carly's strengths, and then develop another list of strategies for keeping this intervention focused on encouragement rather than consequences.

BEST COPY AVAILABLE

Mrs. Parson: *I've been so annoyed with Carly that I forget about the good qualities. She is . . . .*

Within a few minutes, the principal and teacher have brainstormed Carly's strengths and abilities, and compiled a list of possible positive procedures (see Figure P-5).

Figure P-5

Responsible Behavior and Student Strengths	Procedures for Encouraging the Student
Reads well	Tutor to a younger student
Artistic	Special jobs—help with bulletin board
Nice smile	Increase positive interactions (see Intervention O: *Increasing Positive Interactions*)
Can be humorous	Make editorial cartoons for class news
Completes work	Special notes to her mom
Articulate	Read news bulletins

Principal: *Are any of these things you might want to include in the plan?*

Mrs. Parson: *I'd like to do it all. It's too bad there isn't more time.*

Principal: *I don't want you to feel overwhelmed. Let's look at increasing positive interactions. This procedure doesn't require a lot of extra work. It just looks at helping teachers be more conscious about when they interact with students. Maybe some of the other things can be implemented intermittently.*

Mrs. Parson: *That's a good idea. I think I'll go ahead and set her up as a tutor though. She reads beautifully and I know Mrs. Johnson has been recruiting students to read to kindergarten children. Carly might enjoy the responsibility.*

- *Consider implementing other interventions.*

For some students, you may wish to set up a more intensive intervention. Figure P-6 shows one page from the "Intervention Decision Guide" form, provided in the *Procedural Manual.* To determine whether an intervention may be appropriate, read the descriptors in column one. If a descriptor seems to fit the student, the corresponding intervention in column two may be worth exploring. (See Chapter 5 of the *Procedural Manual* for in-depth instructions on using the "Intervention Decision Guide" form.)

Figure P-6: Possible Interventions to Consider

Descriptor	Intervention	Check the interven-tion(s) to consider.	Check the interven-tion(s) selected.
(If the statement is true, consider including this intervention as part of the plan.)			
The student may have an underlying academic problem.	**Intervention D:** *Academic Assistance*		
The student makes negative comments about himself/herself and others.	**Intervention E:** *Restructuring Self-Talk*		
The student seems to be unaware of when he/she engages in inappropriate behavior.	**Intervention F:** *Signal Interference Cueing*		
The student would benefit from additional adult support and attention.	**Intervention G:** *Mentoring*		
The student is impulsive and has difficulty maintaining emotional control.	**Intervention H:** *Self-Control Training*		
The student has difficulty with motivation and may not understand how to reach a goal.	**Intervention I:** *Goal Setting and Contracting*		
The student does not know how to meet expectations.	**Intervention J:** *Teaching Desired Behaviors*		
The student has some motivation to change or learn new behaviors.	**Intervention K:** *Self-Monitoring*		
The misbehavior is a *firmly* established part of the student's behavior.	**Intervention L:** *Structured Reinforcement Systems*		
The teacher(s) feel anxious, worried, discouraged, or angry about a student or students.	**Intervention M:** *Managing Stress*		
Several students in a class have difficulty managing their behavior.	**Intervention N:** *Classroom Management Strategies*		
The student gets a lot of attention from adults and/or peers for misbehavior or failure.	**Intervention O:** *Increasing Positive Interactions*		

i. Identify ways to determine whether the intervention is helping the student meet her goals(s).

THERE SHOULD BE at least two independent means of evaluating the student's progress. Because behavior is difficult to change, small improvements may go unnoticed unless there is a way to determine whether the intervention is having a positive effect. Evaluation might include subjective information from the teacher, student, or parent(s). It might involve direct observation of the student to see whether she is improving, a direct count of the behavior, or a self-monitoring system.

When consequences are a major part of an intervention plan, it may be wise to have the teacher keep anecdotal notes of any difficult situations that arise. If borderlines have been difficult to establish, this record can help as glitches are worked out over time. By keeping a record of times when the teacher was unsure of how to respond, further clarification can be made where borderlines remain unclear.

Principal: *Principal: Let's see. We'll need to see how the plan is working. With complaining, we have a built-in system. We'll have Carly's log of complaints to look at. We can evaluate it for sheer quantity and also the quality of the complaints.*

Mrs. Parson: *Yes, and I can also keep track of how often she has to use time-out. I'll keep an index card in my pocket and just make a tally mark any time I have to send her to time-out.*

Principal: *That sounds great!*

Mrs. Parson: *Another thing I could do is write down situations that I don't quite know how to handle. I know that there will be times when I won't know.*

Principal: *Yes, then we can talk it over with Carly and determine how it ought to be handled.*

j. Review, rehearse, and refine the plan.

TO COMPLETE THE planning process, revisit borderlines and consequences. Ask as many "What if . . . ?" questions as possible. For each situation, the teacher should be able to quickly categorize the behavior as appropriate or inappropriate and identify how she would respond to the situation.

Principal: *What if Carly was in a cooperative learning group, saw you coming, and stuck her tongue out at you?*

Mrs. Parson: *I'd say, 'Carly that was disrespectful. You need to go to time-out for one minute to think about your behavior.'*

Principal: *What if Carly said, 'This assignment is stupid. Do I have to do it?'*

Mrs. Parson: *I'd say, 'Carly that was a complaint. If it's important, write it in your log and we will discuss it in our debriefing on Tuesday.'*

Principal: *What if she taunts you, saying, 'Write it in my log. That's dumb.'*

Mrs. Parson: *I'd probably begin feeling angry, but I'd ignore her.*

Principal: *Carly is very astute, so you will need to work really hard at staying relaxed physically as you go on to do other things.*

Continue rehearsing until the teacher is consistent in categorizing the behavior and identifying the corresponding procedure for responding to the behavior. This process will increase the teacher's consistency and build the teacher's confidence in her ability to deal with the problem. The list of misbehaviors that was brainstormed in the first steps of the planning process can be useful for the mental rehearsal. If the teacher is unsure of any borderline or response, this process will assist in refining the plan.

k. Determine who will meet with the student to discuss and finalize the plan.

Use professional judgment to determine who will be present when the plan is discussed with the student. Some students are more responsive to a discussion if only one adult is present. In other cases, it will be important to include parent(s), an interventionist, and/or an assistant who will be working with the student.

Principal: *Would meeting from 1:00 to 2:00 Thursday work? I can get someone to cover your class. I know you've spent a lot of time on this. Hopefully, it will save us all time in the long run though.*

Mrs. Parson: *That's fine. I have an art assignment that I can move up in the day. The kids go to recess part of the time. It would be easy for someone to supervise, and I don't need to be there.*

Principal: *Would you like to include Carly's mother?*

Mrs. Parson: *I think so. She seems to be having the same problems with Carly. If she could also use similar procedures, maybe we can get Carly going in a more enjoyable direction.*

Step 2 Meet with the student to discuss and finalize the plan.

a. Review the problem(s) and establish goal(s) with the student.

Mrs. Parson: *Carly, as you know, we are meeting today to see if we can't all work on a plan to make life a little happier for all of us. I hate to see us get irritated with one another. I think we can have a great year if we can iron out our problems.*

Principal: *Carly, what do you think the problem is?*

Carly: *I don't know.*

Mrs. Parson: *Carly, Mr. Hunter and I went through a lot of different situations that have occurred. Let me share with you some of the situations . . . .*

Carly: *So?*

Mrs. Parson: *We've decided that we need to help you work on being respectful with adults, and on reducing complaining. We want you to be able to express your opinion, but know that you will be a very unhappy adult if you don't learn to do it respectfully and within reasonable bounds. What do you think?*

Carly: *I don't care.*

Principal: *That's okay, Carly. We care. Let's begin work on disrespect first.*

b. Begin with one priority and provide instruction on the borderline between acceptable and unacceptable behavior through discussion, modeling, role playing, and verbal rehearsal.

THROUGH DISCUSSION, MODELING, role playing, and verbal rehearsal, the student can begin the process of learning the borderline between goal behavior and inappropriate behavior.

Principal: *What I want to do is share a situation with you and then go through some examples of behavior that would be disrespectful. Then we'll identify more responsible ways the same situation might be handled.*

Let's say that Mrs. Parson says 'Good morning' to you. If you ignore her, that would be disrespectful. If you say 'Good morning' in this tone of voice, 'Good morning,' it would be disrespectful. It would be respectful to nod your head at Mrs. Parson in acknowledgment. What else could you do?

Carly: *Say 'Good morning.'*

Principal: *Yes. Listen to me say 'Good morning' in different ways and you tell me whether it was disrespectful or respectful.*

Carly, the teacher, principal, and Carly's mother continue through several situations, defining borderlines by listening to the tone and content of various comments Carly might make.

Principal: *Okay Carly. Let's pretend I'm you and you are Mrs. Parson. Can you imagine my being you? Listen, I'll make my voice a little higher. Will that help? Now, you pretend you are Mrs. Parson. I'm going to walk in the room as if I'm you and you say 'Good morning.'*

Carly: (Laughs.) *'Good morning, Carly.'*

Principal: (Playing Carly, gives her a disgusted look.) *Okay, Carly. Was that respectful or disrespectful?*

After discussing and practicing with examples that were generated in the first step of the planning process, check student understanding by asking questions about ways to handle different situations. This verbal rehearsal will help you determine whether the student understands. If there are discrepancies in interpretation, work together to define a common borderline.

c. Explain the consequences, rehearsing various situations.

THROUGHOUT THE DISCUSSION, the student should have many opportunities to provide input. Explain consequences fully. If ignoring will be used, let the student know that the teacher will ignore "behavior," not the student. Role play situations, so the student knows exactly what will happen if she makes a mistake. She should know that it is okay to make errors. Consequences will help her learn from her mistakes.

d. **Define the borderlines and explain the consequences for any additional problems.**

e. **Implement positive interventions.**

f. **Schedule a time to discuss progress.**

g. **Review the roles and responsibilities of all participants.**

h. **Conclude the meeting with words of encouragement.**

BE SURE THE student understands that the plan is to help her manage her own behavior. Even if the student does not participate fully in the discussion, the adults can keep the discussion focused on maturity, growth, and greater independence for the student. Let the student know that her input is valued, and that she can make suggestions on the plan during planned discussions.

Step 3 Implement the plan.

a. **Implement the plan as consistently as possible.**

b. **Meet regularly to fine tune the plan.**

IF THIS INTERVENTION is in response to chronic behavior problems, the teacher and interventionist should plan to meet weekly until the plan is working smoothly. Examine anecdotal records. As you work with the plan, recognize that persistent problems require some trial and error. As it is impossible to have an answer for every problem, modifications may be necessary.

Whenever a borderline needs clarifying, the information should be shared with the student as soon as possible. Explain to the student, "We need to change the plan a bit. Starting today, if you . . . , then the consequence will be . . . . "

c. **Evaluate the impact of the intervention, making revisions and adjustments as necessary.**

MONITOR STUDENT PROGRESS. If gradual progress is not seen within two weeks, review the procedures used to encourage responsible behavior. The plan may lack a positive focus.

If gradual progress is not seen within three weeks, consider modifying the consequences and tightening up on the borderlines.

d. **Once the student experiences consistent success, provide continued support, follow-up, and encouragement.**

AS THE STUDENT begins finding success, misbehavior will occur less often; and therefore, consequences will be used less frequently. This provides a natural fading process. However, even after the student is being successful, there are bound to be times when she may make an error. A consistent response to misbehavior should be maintained throughout the year.

Conclusion

When consequences for misbehavior are implemented, plans often do not adequately define the borderlines between desired behavior and undesirable behavior. This often results in inconsistent and emotional patterns of interaction between the teacher and the student, and intervention plans fail.

To help the student learn to behave more responsibly, the plan needs to be designed so that the student receives very clear and consistent information about the benefits of behaving responsibly and the consequences for behaving irresponsibly. To achieve this consistency, intervention plans should: (1) assist teachers in defining borderlines, (2) teach students borderlines, (3) implement consequences calmly and consistently, and (4) keep a focus on encouraging responsible behavior. When these elements are in place, intervention plans have a much greater chance of making a difference for students who need guidance and support as they make major changes in their behavior.

References

Baer, D. (1987). Weak contingencies, strong contingencies, and many behaviors to change. *Journal of Applied Behavior Analysis, 20,* 335-337.

Brophy, J. (1987). *Research linking teacher behavior and student achievement: Potential implications for instruction of Chapter I students.* Unpublished manuscript, Michigan State University, East Lansing, MI.

Koestner, R., Ryan, R.M., Bernieri, F., & Holt, K. (1984). Setting limits on children's behavior: The differential effects of controlling versus informational styles on intrinsic motivation and creativity. *Journal of Personality, 52,* 233-248.

Rizzo, J.R. & Zabel, R.H. (1988). *Educating children and adolescents with behavioral disorders: An integrative approach.* Boston: Allyn and Bacon.

Rosenshine, B. & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 376-391). New York: Macmillan.

Whinnery, K.W., Fuchs, L.S., & Fuchs, D. (1991). General, special, and remedial teachers' acceptance of behavioral and instructional strategies for mainstreaming students with mild handicaps. *Remedial and Special Education, 12*(4), 6-13.

Wielkiewicz, R.M. (1986). *Behavior management in the schools.* New York: Pergamon Press.

Reproducible Materials

The following form(s) may assist you in planning and implementing *Borderlines and Consequences*. These pages may be reproduced without permission from the publisher.

The Summary Record

The following intervention guide is laid out in a step-by-step format. However, it is important to use professional judgment, adjusting procedures to meet the needs of the situation and the individual. This recording sheet is an optional tool for staff members who wish to take notes during implementation and planning.

Step 1 Develop a plan for using *Borderlines and Consequences*.

		Notes
a.	Review the problem and overall goal(s) for the student.	
b.	Identify all the problem behaviors the student exhibits. *NOTE: A similar process may have been completed prior to implementation of this intervention. However, to ensure that all necessary information has been gathered, review or repeat this process.*	
c.	Categorize the problem(s).	
d.	Select intervention priorities.	
e.	For each priority, identify examples of behavior that define the borderline between acceptable and unacceptable behavior. i. Identify the borderlines by example. ii. Identify the borderlines by setting limits.	
f.	Determine how to respond to unacceptable behavior. i. Consider the guidelines for selecting consequences. ii. Avoid common errors when selecting consequences. iii. Consider the many options available for consequences.	
g.	Define the borderlines and identify the consequences for any other priority problems identified in Step 1c.	
h.	Determine ways to encourage responsible behavior. *NOTE: If this step has already been completed, proceed to Step 1i.*	
i.	Identify ways to determine whether the intervention is helping the student meet her goal(s).	

The Summary Record (cont'd)

		Notes
j.	Review, rehearse, and refine the plan.	
k.	Determine who will meet with the student to discuss and finalize the plan.	

Step 2 Meet with the student to discuss and finalize the plan.

		Notes
a.	Review the problem(s) and establish goal(s) with the student.	
b.	Begin with one priority and provide instruction on the borderline between acceptable and unacceptable behavior through discussion, modeling, role playing, and verbal rehearsal.	
c.	Explain the consequences, rehearsing various situations.	
d.	Define the borderlines and explain the consequences for any additional problems.	
e.	Implement positive interventions.	
f.	Schedule a time to discuss progress.	
g.	Review the roles and responsibilities of all participants.	
h.	Conclude the meeting with words of encouragement.	

Step 3 Implement the plan.

		Notes
a.	Implement the plan as consistently as possible.	
b.	Meet regularly to fine tune the plan.	
c.	Evaluate the impact of the intervention, making revisions and adjustments as necessary.	
d.	Once the student experiences consistent success, provide continued support, follow-up, and encouragement.	

Behavior Improvement Form

Room Clear: ☐ Time-Out: ☐

Followed Directions Appropriately Yes ☐ No ☐

Name Date

1. **What was your behavior?**

2. **What did you want? (Check at least one.)**

☐ I wanted attention from others.
☐ I wanted to be in control of the situation.
☐ I wanted to challenge the teacher's authority.
☐ I wanted to avoid doing my work.
☐ I wanted to be sent home.
☐ I wanted to cause problems because I am miserable inside.
☐ I wanted to cause others problems because they don't like me.
☐ I wanted revenge.
☐ I wanted ______________________________.

3. **Did you get what you wanted?** Yes ☐ No ☐
Why?

4. **What could you do differently?**

5. **Will you be able to do it appropriately?** Yes ☐ No ☐
Sign

Given by:	Time Started:
Reviewed by:	Time Ended:
Class:	Number of Minutes:
	Time Added:
	Total Time Owed:

Adapted by permission from Colvin, G. & Sugai, G. (1989). *Managing escalating behavior*. Eugene, OR: Behavior Associates.

Behavior Improvement Form
(Simplified Version)

Name Date

What happened?

What could you do differently?

Sign here.

Behavior Improvement Form
(Simplified Version)

Name Date

What happened?

What could you do differently?

Sign here.

THE LIBRARY

MANAGEMENT, MOTIVATION
& DISCIPLINE

INTERVENTIONS

Collaborative Planning for Students At Risk

Procedural Manual

A Resource for
Administrators, School Psychologists,
School Counselors, Classroom Teachers, Resource Teachers,
Behavioral Specialists, Mentor Teachers, and
Intervention Teams (SSTs, TATs, etc.)

Randall Sprick • Marilyn Sprick • Mickey Garrison

BEST COPY AVAILABLE

THE LIBRARY
MANAGEMENT, MOTIVATION
& DISCIPLINE

INTERVENTIONS

Collaborative Planning for Students At Risk

Procedural Manual

A Resource for
Administrators, School Psychologists,
School Counselors, Classroom Teachers, Resource Teachers,
Behavioral Specialists, Mentor Teachers, and
Intervention Teams (SSTs, TATs, etc.)

Randall Sprick • Marilyn Sprick • Mickey Garrison

Copyright © 1993 by
Randall Sprick, Marilyn Sprick, and Mickey Garrison
All rights reserved.

Edited by Jami Leutheuser
Text layout and design by Susan Krische
Cover design by Londerville Design

ISBN# 0-944584-95-0

Published and Distributed by:

Sopris West
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829

Acknowledgments

We would like to acknowledge the many teachers, administrators, psychologists, counselors, and others who have participated in the *Interventions* process. These highly skilled and caring individuals have provided valued guidance on how to make this material both practical and effective.

We would like to thank Lisa Howard, Jan Hasbrouck, and Jami Leutheuser for their thoughtful contributions as they helped edit and organize *Interventions*. We would also like to express our appreciation to Stu Horsfall and Duane Webb at Sopris West for their patience and collaboration through the development of this program.

We owe a special debt of gratitude to Betsy Norton with North Central Educational Services District. Betsy has made suggestions through the years that have helped shape the direction and content of our work.

Finally, we would like to thank our own children, Matt Sprick, Jessica Sprick, and Ty Garrison who teach us so much about life, learning, and joy.

About the Authors

Randall Sprick, Ph.D. is an educational consultant and teacher trainer in Eugene, Oregon. Each year, Dr. Sprick conducts workshops and classes for over 5,000 teachers and administrators throughout the United States and Canada. Much of his work involves helping teachers set up classrooms that encourage student responsibility and motivation, while humanely and effectively helping problem students learn to behave in more responsible ways.

Dr. Sprick has developed numerous articles, books, audio tapes, and videotapes that assist school personnel in dealing with the issues of discipline and classroom management. Dr. Sprick has worked as an assistant professor at the University of Oregon and is an adjunct faculty member of the University of Oregon and Seattle Pacific University. He is a past president of the Association for Direct Instruction.

Marilyn Sprick, M.S. has worked as a regular classroom teacher, Chapter I Learning Specialist, and Special Education Resource Room Teacher in elementary and middle schools. Over the past decade, she has worked as an educational consultant and teacher trainer, assisting teachers with strategies for helping low-performing students manage the academic demands of the regular classroom.

Ms. Spricks' background and continued work with school districts, teachers, and students provides her with the ability to share practical, as well as effective strategies for adapting curricula and motivating students. Ms. Sprick teaches continuation courses for the University of Oregon and Seattle Pacific University.

Mickey Garrison, Ph.D. has had a wide variety of professional experiences during the past 20 years. She has taught in, and consulted with elementary and secondary general education programs, and in programs for students with emotional and behavioral disorders. She has assisted with the development and coordination of the University of Oregon's Classroom Consultation Training Program and the Parent Consultation Training Program.

Dr. Garrison provides training on school-wide discipline, proactive classroom strategies, effective behavioral interventions, and consultation.

Overview of *The Library—Management, Motivation & Discipline*

The Library—Management, Motivation & Discipline is a set of practical materials designed to assist in creating productive, safe, and respectful learning environments. The materials are full of specific "how-to" information. Though each resource stands alone, all are designed around five basic concepts:

- All students must be treated with dignity and respect.
- Students can and should be taught skills for success.
- Motivation and responsibility should be encouraged through positive interactions.
- Misbehavior provides a teaching opportunity.
- Collaboration is critical—staff must work together to meet student needs.

Components of the Library

Interventions: Collaborative Planning for Students At-Risk is both a resource and a process for education professionals. Through consultation and collaboration, staff members learn to share their expertise in developing practical intervention plans. Booklets describe how to set up, implement, and fade 16 major interventions. Interventions include procedures such as *Managing Physically Dangerous Behavior, Managing Severely Disruptive Behavior, Self-Monitoring, Self-Control Training, Restructuring Self-Talk,* and *Academic Assistance.* An optional 20 cassette audio tape album is available to accompany this program.

Foundations: Establishing Positive Discipline Policies assists staff in designing policies that create a calm, safe, and positive school climate. This site-based management approach to discipline allows staff to increase consistency, clarify expectations, improve positive interactions, increase student motivation, and reduce office referrals. Video and print materials provide step-by-step information on how to write, implement, and maintain a policy that actually guides daily practice.

Although still in the planning stages, subsequent resources in *The Library* include:

- *Substitutes: Planning for When the Teacher is Gone*
- *The Teacher's Encyclopedia of Discipline: 100 Problems/500 Plans*
- *The Teacher's Encyclopedia of Motivation: Preventing Problems/Creating Enthusiasm*
- *The Building Administrator's Guide to Discipline and Motivation*
- *Support Staff's Guide to Motivation and Discipline* (volumes include: *The Paraprofessional, The Bus Driver, The Music Teacher, The Physical Education Teacher,* and *The Librarian/Media Specialist*)
- *Family Involvement in Motivation and Discipline*
- *The Special Educator's Role in Motivation and Discipline*

Table of Contents

How to Use *Interventions* 1

CHAPTER 1: Overview 3
- Rationale 3
- Collaborative Relationships 4
- The Intervention Process 4
- Resources During Planning and Implementation 5
- Conclusion 7

CHAPTER 2: Getting Started 9
- Request for Assistance 9
- Before Intervention Planning 16
- Conclusion 30

CHAPTER 3: Designing an Intervention With Informal Collaboration 31
- Getting Started 33
- Summarizing Responsibilities 35
- Scheduling Immediate Follow-Up 35
- Implementing the Plan 36
- Providing Follow-Up 38
- Conclusion 40

CHAPTER 4: The Structured 25 Minute Intervention Planning Process 41
- Completing Preliminary Steps 43
- Completing Step 1: Background 46
- Completing Step 2: Problem and Goal 48
- Completing Step 3: Responsible Behavior and Irresponsible Behavior 50
- Completing Step 4: Consequences 53
- Completing Step 5: Proactive Strategies 55
- Completing Step 6: The Proactive Plan 56
- Completing Step 7: Final Details 58
- Providing Follow-Up 64
- Conclusion 66

CHAPTER 5: **The In-Depth Intervention Decision Guide (IDG) Process** 67
Completing Preliminary Steps 69
Beginning the Planning Meeting 70
Completing Stage 1: Background 71
Completing Stage 2: Preparation 81
Completing Stage 3: Intervention Design 88
Completing Stage 4: Implementation 96
Providing Long-Term Follow-Up 98
Conclusion 99

CHAPTER 6: **Skills of the Interventionist** 101
Communication and Interpersonal Skills 101
Self-Evaluation and Reflection 111
Conclusion 114

CHAPTER 7: **Creating a Climate for Collaboration** 115
Developing Policies That Support Collaboration 115
Providing Ongoing Staff Development 121
Removing Roadblocks to School-Wide Collaboration 121
Inviting Staff to Use Collaborative Services 126
Conclusion 127
References 129
Reproducible Materials

How to Use *Interventions*

Interventions is both a process and a resource for education professionals seeking to teach at-risk students the skills and attitudes needed to find greater success in the school setting.

The program materials include:

- **The *Interventions Procedural Manual***

  This manual provides information on the intervention process—how to design and implement high quality intervention plans.

  - **Chapter 1: Overview** includes a description of the "interventionist," an overview of the intervention process, and a quick reference guide to the 16 intervention booklets.
  - **Chapter 2: Getting Started** describes the initial request for assistance and preliminary steps to intervention planning. How are requests for assistance made? How are families involved? Which intervention process might be the best for different situations?
  - **Chapter 3: Designing an Intervention With Informal Collaboration** provides information on the role of informal collaboration in the intervention process. Informal collaboration occurs when professional assistance is easily accessible and staff members readily ask one another for suggestions and support.
  - **Chapter 4: The Structured 25 Minute Intervention Planning Process** describes a step-by-step intervention planning process. This process is particularly useful when working on a minor to chronic problem, and sometimes a severe problem in its early stages. How can intervention planning be structured so that planning is effective, but meetings do not drag on and on?
  - **Chapter 5: The In-Depth Intervention Decision Guide (IDG) Process** provides information on developing and implementing a comprehensive intervention plan using the "Intervention Decision Guide" ("IDG") form. This in-depth process is important when dealing with students who have chronic to severe problems. What background information is needed to develop an effective intervention plan? What are the goals and desired outcomes for the intervention? What intervention(s) might be appropriate? How is the intervention planned and implemented, and what is needed for follow-up?
  - **Chapter 6: Skills of the Interventionist** describes skills for providing support to other professionals. What issues should the interventionist be aware of? How can the interventionist engage in self-evaluation and reflective practices? How can the interventionist assist teachers when stress creates barriers to effective intervention?
  - **Chapter 7: Creating a Climate for Collaboration** provides information on how to build school-wide programs. How can school-wide programs encourage staff members to seek assistance through collaborative structures? How can school-wide programs guarantee that intervention planning will occur when necessary? How can school-wide programs remove the common roadblocks to collaboration?

- **Sixteen Intervention Booklets**

  These self-contained booklets provide step-by-step information on setting up and implementing sixteen specific interventions. The booklets can be used to increase knowledge in designing and carrying out specific intervention techniques and can be loaned to staff members who will be implementing the specific procedures. *Interventions* includes booklets for:

- Intervention A: *Managing Physically Dangerous Behavior*
- Intervention B: *Managing Severely Disruptive Behavior*
- Intervention C: *Planned Discussions*
- Intervention D: *Academic Assistance*
- Intervention E: *Restructuring Self-Talk*
- Intervention F: *Signal Interference Cueing*
- Intervention G: *Mentoring*
- Intervention H: *Self-Control Training*
- Intervention I: *Goal Setting and Contracting*
- Intervention J: *Teaching Desired Behaviors*
- Intervention K: *Self-Monitoring*
- Intervention L: *Structured Reinforcement Systems*
- Intervention M: *Managing Stress*
- Intervention N: *Classroom Management Strategies*
- Intervention O: *Increasing Positive Interactions*
- Intervention P: *Borderlines and Consequences*

- **Audio Tape Album**

  This optional 20 cassette collection provides entertaining and practical tips on how to use *Interventions*. Four tapes provide detailed information on how to fill the role of interventionist. Sixteen tapes describe the specific program interventions and can be used to highlight their main steps—an easy way to become acquainted with their procedures and to review their uses.

Interventions is designed for use by both individual interventionists (administrators, counselors, resource teachers, school psychologists, peer coaches, etc.) and collaborative problem-solving teams (Student/Staff Support Teams, Teacher Assistance Teams, Prereferral Teams, Child Study Teams, Intervention Planning Teams, etc.).

Elementary and secondary level scenarios have been woven throughout the *Interventions* program to illustrate how intervention strategies might be used in specific situations; however, every student, age level, and situation is unique. Ideally, you will create your own scenarios as you think of ways that these strategies might be used to help the students and staff you serve.

CHAPTER

1

Overview

Rationale

DUE TO MANY factors, classroom teachers in America seem to be dealing with more and more at-risk students. Some are chronically angry and hostile; others are apathetic and withdrawn. Some students are insecure and need continual reassurance; others seem to be perpetually disruptive. Unless their problems are addressed, these students leave the school system still hostile, still apathetic, still insecure, and often still disruptive—ill-prepared to function productively in society.

Teachers usually understand the serious long-term effects of behavior problems and always recognize the immediate deleterious effect that one of these students can have on a classroom of twenty-five to thirty students. With more than one at-risk student in a class, the magnitude of these problems seems to increase exponentially. "Tom is a powerhouse—a leader, but he leads the class in the wrong direction. He gets Joe and Alicia going, and before I know it the three of them have the whole class into negative behavior and sarcasm." Because severe and chronic problems affect the whole classroom, intervention is needed for everyone's sake, not just the student with problems.

Given the increasing challenge posed by at-risk students, the individual classroom teacher cannot be expected to have all the answers. For some teachers, the isolation of the classroom leads to a sense that there are no solutions. "I've tried everything. The kid's got a problem and there isn't anything more that I can do. He needs to be removed from the classroom." For other teachers, asking for help feels like an admission of weakness or failure. "If I admit I don't have all the answers, my colleagues may think I'm not a good teacher." Neither view is productive. Teachers who feel they are on their own when dealing with problems are in an untenable position.

As schools intensify their efforts to bring all students into the educational mainstream, schools must create and foster an atmosphere of support and collegiality. Educators must pool and share their expertise to create effective interventions.

Collaborative Relationships

Interventions is a resource guide for school personnel organizing to collaboratively develop high quality interventions for students at risk. The intervention process helps teachers, administrators, other educators, and family members combine their knowledge and resources to help students become responsible, self-directed individuals.

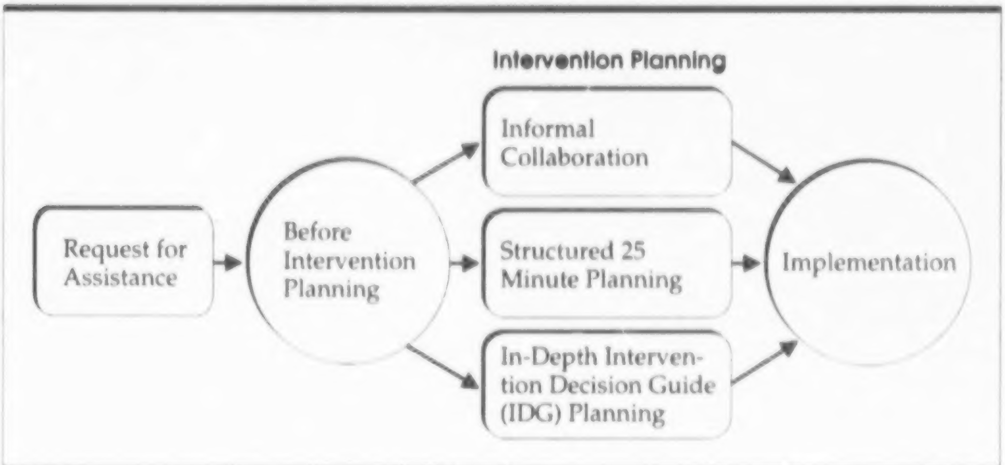
Collaboration occurs when two or more people work together to resolve a problem. Any teacher, specialist, or administrator who assists another staff member is an "interventionist," such as:

- A co-teacher, mentor teacher, or peer coach who works with another teacher to resolve classroom problems.
- A special educator who assists a classroom teacher with a mainstreamed special education student.
- An administrator who helps a classroom teacher develop a proactive plan for a student who is repeatedly referred to the office.
- A school psychologist who helps design a prereferral plan.
- A school nurse who doubles as the school's at-risk coordinator.
- A counselor who jointly develops plans with a teacher, student, and family to improve school success.
- Members of Teacher Assistance Teams, Student/Staff Support Teams, Student Study Teams, or Prereferral Teams who work together to develop formal intervention plans for at-risk students.
- Members of grade level planning groups, departmental groups, or mixed grade level groups assisting team members as they formally or informally develop strategies for resolving classroom problems.

The Intervention Process

Whether implemented one-to-one with a teacher, or in a team problem-solving structure, the intervention process generally follows the sequence shown in Figure 1-1.

Figure 1-1: The Intervention Process


Intervention Planning
Request for Assistance
Before Intervention Planning
Informal Collaboration
Structured 25 Minute Planning
In-Depth Intervention Decision Guide (IDG) Planning
Implementation

The intervention process begins with a request for assistance. The interventionist first helps the referring teacher with preliminary steps that need to be considered prior to intervention planning. Preliminary steps include determining the severity of the problem; involving the student and family in problem solving; obtaining parental permission for services when necessary; and deciding whether the situation calls for informal collaboration, a structured 25 minute planning process, or in-depth planning using the "Intervention Decision Guide" ("IDG") form.

Once the preliminary steps have been taken, an intervention plan is developed through an informal collaboration format, the structured 25 minute problem-solving format, or the in-depth format using the "IDG." During intervention, the collaborative group considers implementing a variety of procedures using the sixteen intervention booklets and their own knowledge and experience as resources.

The intervention plan is then implemented and evaluated. Over time, the plan is maintained, modified, or faded based on student success and progress towards goal(s).

Resources During Planning and Implementation

To assist in planning and implementation, the intervention booklets provide detailed information on sixteen major interventions. Each booklet begins with a review of the steps that should be taken before implementing the procedure, a summary outline of the steps involved in the intervention, a detailed description of each step—along with an optional scenario to illustrate how the procedures are applied, and reproducible materials to use for note taking and implementing the intervention.

The sixteen program interventions are as follows:

- *Intervention A: Managing Physically Dangerous Behavior* provides information on establishing a temporary plan to deal with a student who is a threat to physical safety.
- *Intervention B: Managing Severely Disruptive Behavior* assists a teacher in developing an immediate plan to reduce behavior that is not physically threatening, but that prevents the teacher from teaching. This intervention assists teachers when dealing with problems such as overt defiance, flagrant disrespect, loud sustained disruptions, screaming, or aggressive behavior.
- *Intervention C: Planned Discussions* provides information on how to conduct a discussion and develop an informal action plan with a student. This process is useful with minor but potentially annoying misbehavior, moderate misbehavior in the early stages, and chronic or severe problems as part of a total plan.
- *Intervention D: Academic Assistance* provides information on how to conduct an informal academic assessment and how to adapt assignments and instruction to assist students in improving academic progress. This intervention is appropriate when students are struggling academically or have behavior problems that may be associated with underlying academic problems.
- *Intervention E: Restructuring Self-Talk* helps students learn to redirect negative thoughts about themselves or outside events. It is designed to assist students with problems such as negative attitudes, self put-downs, poor self-esteem, defeatist attitudes, self-control problems, and excessive criticism or sarcasm.
- *Intervention F: Signal Interference Cueing* teaches students to redirect or stop their inappropriate behavior by becoming aware of impulsive or habitual behavior. This intervention is useful with behaviors such as swearing, noncompliance, talking out, noise making, off task behavior, whining, complaining, and masturbating.
- *Intervention G: Mentoring* pairs a student with a caring adult in a one-to-one relationship. It is designed to assist students with problems associated with neglect, deprivation, lack of positive role models, lack of positive interactions with adults, poor self-esteem, conflict with authority, or the need for a positive relationship with an adult.
- *Intervention H: Self-Control Training* is an intensive plan that involves daily individualized lessons. Students learn how to recognize things that set them off and how to engage in alternative behavior. This intervention is designed to assist students with problems such as tantrumming, physical aggression, out-of-control anger, and chronic crying.
- *Intervention I: Goal Setting and Contracting* provides procedures for helping students identify achievement targets and specific actions that can be taken to reach those targets. This intervention is designed for students who need to become motivated, who need direction, and need to learn how to direct themselves. It can be useful with any problem, but is particularly useful when students lack responsibility, have negative attitudes, have few positive role models, conflict with authority figures, or seem to feel that they have no control over what happens.
- *Intervention J: Teaching Desired Behaviors* provides a detailed plan for teaching a behavior or strategy that can replace inappropriate behavior. It is designed to assist students with problems associated with poor peer relations, chronic off task

behavior, problems interacting with adults, anger management, aggressive behaviors, or bad habits.

- *Intervention K: Self-Monitoring* helps students become aware of problem behavior and/or the improvements they are striving to make. This intervention helps students notice when they're engaging in inappropriate behavior so they can make other choices. As students learn to take control, they also begin developing pride in their accomplishments. This intervention helps students with mild misbehavior or habitual behavior such as blurting out, complaining, off task behavior, careless work, poor listening skills, making inappropriate comments, or poor social skills.
- *Intervention L: Structured Reinforcement Systems* provides unmotivated students with an incentive to improve their behavior through the use of a carefully designed system of external rewards. Providing a reinforcement system is a highly intrusive intervention that may be necessary when problems have been resistant to simpler solutions. It is designed to assist students with problems associated with work completion, quality of work, attendance, punctuality, and to help eliminate negative behavior such as disruptiveness, arguing, swearing, fighting, tantrums, and so on.
- *Intervention M: Managing Stress* provides a menu of stress reduction techniques. Sometimes a difficult student or students can heighten teacher stress, which in turn creates a barrier to effective intervention. This intervention helps teachers when they are feeling irritated, overloaded, fatigued, or frustrated.
- *Intervention N: Classroom Management Strategies* provides teachers with a menu of procedures that can help establish a safe, pleasant, and positive classroom environment. This intervention assists teachers with problems associated with management concerns, and includes strategies for assisting teachers who have students frequently referred to the office, parental complaints, or who have an especially difficult student or class.
- *Intervention O: Increasing Positive Interactions* establishes a plan for teaching students how to seek attention through responsible behavior rather than through misbehavior. This intervention can be very effective for students who seek attention through a variety of misbehavior ranging from excessive crying to disruptive behavior.
- *Intervention P: Borderlines and Consequences* helps teachers clearly define acceptable and unacceptable behavior and establish effective consequences when needed. This intervention is important when students "push the limits" and teachers find it hard to be consistent.

NOTE: The audio tape album provides an optional resource for staff members who wish to become acquainted with the sixteen interventions.

Conclusion

For the purpose of clarity, the intervention process and intervention strategies are laid out sequentially; however, the step-by-step progression tends to fade as interventionists gain a thorough working knowledge of how to help at-risk students through the intervention process and potential intervention strategies.

CHAPTER

2

Getting Started

Request for Assistance

THE INTERVENTION PROCESS begins with a request for assistance (see Figure 2-1). The request can be initiated in one of four ways: (1) a direct request is made by a staff member; (2) a student is automatically referred because of poor grades, detention, office referrals, or unexcused absences; (3) a student is identified as "at-risk" through early identification and screening; or (4) a request for assistance is made by a parent.

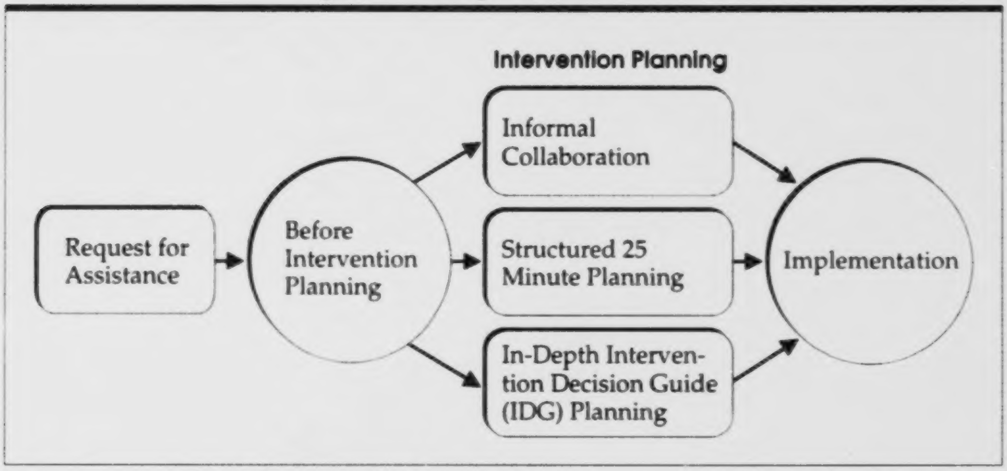

Intervention Planning
Request for Assistance
Before Intervention Planning
Informal Collaboration
Structured 25 Minute Planning
In-Depth Intervention Decision Guide (IDG) Planning
Implementation

Figure 2-1: Request for Assistance

Direct Requests By Staff Members

Direct requests for assistance are more likely to occur when they can be made either verbally or through a written referral process. Both avenues should be available to all staff members—teachers, teaching assistants, playground supervisors, specialists, administrators, and volunteers.

Verbal Requests

Verbal requests for assistance occur naturally when the school actively promotes collaboration. Interventionists (i.e., counselors, school psychologists, administrators, resource consultants, and lead teachers) should let all staff members know that they are available to assist in joint problem solving.

Principal: *Drop in any time you think another head might help. No one is expected to have all the answers.*

Mentor Teacher: *Any time you want to talk about a situation or a particular student, I'm here. Problems are easier to solve early on.*

Interventionist: *How's Paul doing?*

Teacher: *I'm stumped. Could I bend your ear sometime?*

Student's Former Teacher: *I'm glad you've got Jennifer this year. She has many needs but she's a wonderful kid.*

Student's New Teacher: *I'm eager to find out what works with Jennifer. So far things are going pretty well, but I'd like to follow through on the things you started.*

When collaboration is viewed as a professional venture, staff members offer and seek assistance within the context of casual conversation. This leads to proactive plans to help students before misbehavior becomes a major problem.

Teacher: *Have you met Jacob Smith?*

Interventionist: *I haven't yet.*

Teacher: *He is very quiet, almost sullen. It's unusual for a young child. Lately, he's been making disrespectful comments like, "Sure, what are you going to do if I don't do my work?" So far he hasn't completely crossed the line, but he's edging right up to it.*

Interventionist: *Would you like me to do some checking on his background? It sounds like things could be heating up. We might be able to prevent a major problem.*

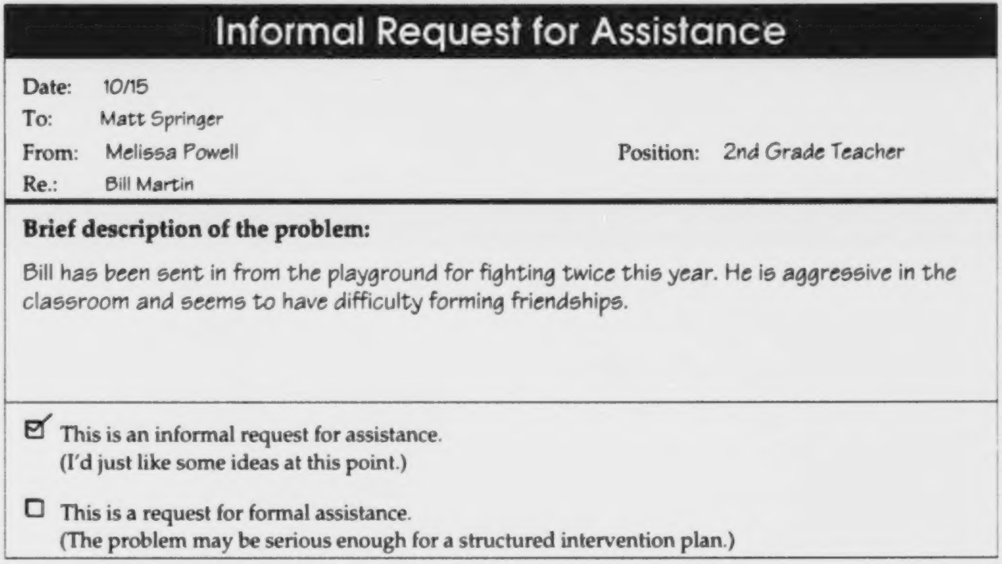
Teacher: *You bet. I'd like to get this resolved quickly.*

Written Requests

All staff members should be aware of and have access to a written referral system. Without the structure of a written procedure, some staff members may not think to seek help or may feel uncomfortable asking for assistance. If the staff is large, opportunities for casual contacts with interventionists may not present themselves. A written referral system can make the process easy and accessible for all staff members.

The sample "Informal Request for Assistance" form shown in Figure 2-2 allows staff to seek informal help when problems are still manageable, or more formal assistance when problems require structured intervention. To encourage assistance, referral forms should be placed near staff mailboxes.

Figure 2-2: Informal Request for Assistance Form



Informal Request for Assistance

Date: 10/15
To: Matt Springer
From: Melissa Powell Position: 2nd Grade Teacher
Re.: Bill Martin

Brief description of the problem:

Bill has been sent in from the playground for fighting twice this year. He is aggressive in the classroom and seems to have difficulty forming friendships.

☑ This is an informal request for assistance.
(I'd just like some ideas at this point.)

☐ This is a request for formal assistance.
(The problem may be serious enough for a structured intervention plan.)

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Some staffs may prefer to use a more detailed form as shown in Figure 2-3 for more advanced problems.

Figure 2-3: Formal Request for Assistance Form

Formal Request for Assistance

Referring Person

Position Date

Student

Grade DOB / / Sex: ☐ M ☐ F IEP: ☐ Y ☐ N

Check the Type of Problem Behavior

Academic: ☐ Reading ☐ Spelling ☐ Writing ☐ Study Skills ☐ Other________

Social: ☐ Aggression ☐ Noncompliance ☐ Truancy ☐ Tardies ☐ Withdrawal ☐ Disruptions ☐ Social Skills ☐ Self-Management ☐ Other________

Communication: ☐ Language ☐ Fluency ☐ Articulation ☐ Voice ☐ Other________

Self-Help: ☐ Dressing ☐ Hygiene ☐ Other________

Health: ☐ Vision ☐ Hearing ☐ Physical ☐ Other________

Provide a Specific and Observable Description of the Problem

Provide a Specific Description of the Problem Context

Where:

When:

With Whom:

Other:

Provide a List of Previous Remediation Attempts (If Any)

1.
2.
3.

Source: Adapted with permission from Sugai, G.M. & Tindal, G.A. (1993). *Effective school consultation: An integrative approach*. Pacific Grove, CA: Brooks/Cole Publishing.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Sign-Up Books

Some staffs may also wish to provide the option of signing up for assistance in an appointment book (see Figure 2-4). The appointment book can be kept in the staff room or in a designated staff mailbox.

Figure 2-4: Sample Sign-Up Book Sheet

Sign-Up for Intervention Planning Team Meeting

Note: The team meets every Wednesday for one hour and addresses two situations. Sign up for the next available time slot. One of the team members will contact you before the meeting to confirm the time and to learn more about the nature of the problem. To protect the confidentiality of students, please sign your name only.

November 4, 2:45-3:15 ______________________________

November 4, 3:15-3:45 ______________________________

November 11, 2:45-3:15 ______________________________

November 11, 3:15-3:45 ______________________________

November 18, 2:45-3:15 ______________________________

November 18, 3:15-3:45 ______________________________

November 25—This is the beginning of Thanksgiving break. Even we aren't crazy enough to meet at this time!

December 2, 2:45-3:15 ______________________________

December 2, 3:15-3:45 ______________________________

If you want to meet with someone prior to an available time slot, be sure to talk to one of us or fill out a "Request for Assistance" form. You can leave it in Josie, Harry, or Victor's box, and they will get in touch with you as quickly as possible.

For additional information on how to foster staff readiness to request assistance, see Chapter 7.

Automatic Referral Systems

Automatic or mandatory referral systems use preestablished criteria to identify students who need assistance. For example, a school may have a policy to consider intervention planning for students who have a certain number of unexcused absences or tardies, a specified number of discipline referrals, or failing grades. Automatic referral ensures that students receive attention even if staff members do not initiate a request. When automatic referral systems are used, the staff must be fully informed of the procedures so that the interventionist is not considered to be a "busy body."

Referral Through Early Identification

The services of an interventionist may also be the result of an early identification process. Early identification procedures are implemented so that staff can intervene before students develop well-established patterns of inappropriate or antisocial behavior. One example of this process is *Systematic Screening for Behavior Disorders* (*SSBD*) (Walker & Severson, 1992) which provides a precise set of procedures for identifying students who are likely to develop social or behavioral problems. Once a student has been identified, staff can implement plans that encourage responsible behavior and prevent severe problems from developing.

Parental Request

Occasionally the services of an interventionist are requested by a parent or guardian, either verbally or in writing. If this occurs, there is probably some element of dissatisfaction with the teacher. Due to the potential awkwardness of the situation, consideration should be given to sharing the problem with the building administrator. Because situations vary, professional judgment is required to determine how to best handle the parental request for assistance. In any event, action should be taken before the situation worsens. Two possible options include: (1) the building administrator might contact the parent to determine whether it would be reasonable for the parent to talk directly with the teacher before anything else is done; or (2) the administrator might talk with the teacher to see whether assistance is wanted or needed. The goal of the administrator and/or interventionist is to work with all parties to find common ground.

Responding to Requests for Assistance

Because requests for assistance can be initiated in a variety of ways, the interventionist should use professional judgment in determining how to guide staff members through intervention planning:

- When a staff member makes a direct request for assistance, the interventionist generally helps the teacher determine the nature of assistance and the amount of assistance he would like.

Interventionist: *I got your note about Rita. It sounds like you're worried. Tell me what's happening.*

Teacher: *I'm not really sure yet. She's been on a crying binge all day long.*

Interventionist: *Has this happened before?*

Teacher: *She's one of those kids who hasn't spent time away from mom, so I know she's going through an adjustment period. I had hoped that by now she would be over it. Unfortunately, it seems to be worse.*

Interventionist: *What have you tried so far?*

Teacher: *I've talked to Rita and her mom, but I don't seem to be able to get any answers. Rita just says she's sad and her mom says that she is always this way when she is away from her.*

Interventionist: *What direction do you want to go? I'd be glad to observe Rita, or we could do some intervention planning.*

- When referral has been through an automatic process, interventionists should be gently directive about the type of assistance that will be given.

Interventionist: *We've been watching office referrals and noticed that Amy has been spending a lot of time in the office. I was wondering if you could help us figure out what's going on.*

Teacher: *The kid is out of control. She has been harassing the other children—chasing them around the room. She laughs hysterically over nothing. I think she just wants attention.*

Interventionist: *It sounds like Amy needs some help. I appreciate your filling me in. I'd like to talk more about this so we can figure out what to do.*

- When the request for assistance is made by a parent, the interventionist must be sensitive to everyone's needs—the student's, parent's, and the teacher's. The interventionist will need the teacher's assistance in defining the problem and, if appropriate, eventually to assist with intervention planning. A focus on goals for the student and active problem solving may help the interventionist facilitate communication and resolve tensions.

Interventionist: *Mary, this is a little awkward, but the Bakers have called school. I'm sure that you are aware they are concerned about Amory's progress this year. What do you see as the problem?*

Teacher: *I've been on the phone with them constantly. I'm not sure what to do. It really makes me angry that they called you, too.*

Interventionist: *I can understand that. I thought we might work together to see if we could take some of the pressure off.*

Teacher: *I don't know what you can do. I've got that awful class that everyone's been talking about. Amory is part of the problem.*

Interventionist: *I know. The planets are in the wrong position for you this year or something. Tell me a little more about what's going on.*

Teacher: *I think this group really lacks values. They don't seem to care about anything.*

Interventionist: *Can you give me some examples of the problems?*

Teacher: *Tons . . . .*

Interventionist: *You're right. They're a challenging group. It's clear from what you've said that a lot of things just don't work. As you were talking, I had some thoughts. I know you've tried just about everything to this point, but there may be a few tricks left. First, I'd like to schedule an observation. Then, we can sit down to do some brainstorming and take a look at a menu of strategies we might consider. I don't want to leave you alone with this. If nothing else, I can begin running interference for you with the Bakers. I* *know that you all want the same thing—it's a matter of trying to find a means to the end that actually works with this group.*

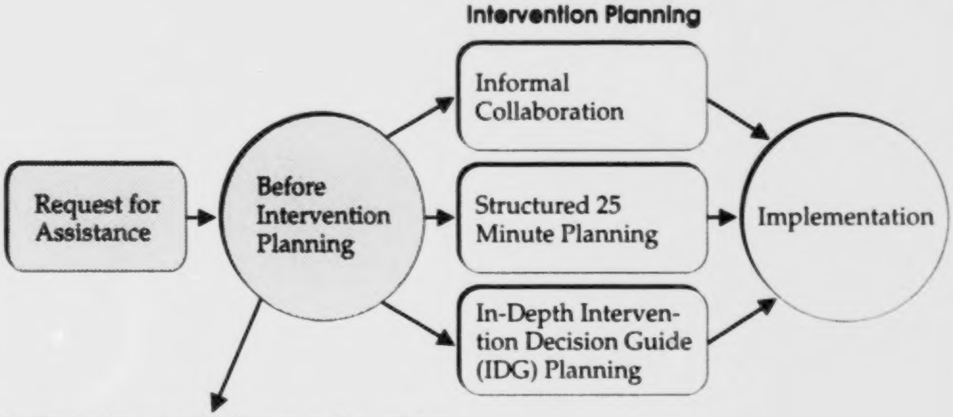
Teacher: *I don't think anything is going to work.*

Interventionist: *Nothing may, but if we work together we may come up with something that's worth a try. I can observe tomorrow at 9:00 or 12:45. Then we can meet either after school, or I can try to arrange to have someone cover your class in the afternoon. Which times would be best for you?*

Before Intervention Planning

Prior to intervention planning, the interventionist helps the referring teacher with preliminary steps that may need to be completed (see Figure 2-5).

Figure 2-5: Before Intervention Planning


Intervention Planning
Request for Assistance
Before Intervention Planning
Informal Collaboration
Structured 25 Minute Planning
In-Depth Intervention Decision Guide (IDG) Planning
Implementation

1. Determine whether the presenting problem threatens anyone's physical safety.
2. Discuss the problem with the student.
3. Discuss the problem with the parent(s) or guardian.
4. Determine who will be involved in the intervention planning.
5. Select an intervention planning format.
6. Obtain parental permission for services.
7. Observe the student.

1. Determine whether the presenting problem threatens anyone's physical safety.

   If the student's behavior poses a physical threat, staff must act swiftly. Proceed immediately to Intervention A: *Managing Physically Dangerous Behavior*. This intervention includes five major components—implementing procedures to ensure everyone's safety, involving and notifying the student's parent(s) or guardian, developing record-keeping and reporting procedures, considering special education referral, and initiating long-range planning to teach the student to manage his or her own behavior.

> Mrs. Soo, a middle school teacher, has asked the counselor for assistance with Mack. Though it is only the second week of school, Mrs. Soo is worried about Mack's behavior.
>
> Teacher: *I think I may need some assistance with Mack. It's so early in the year and already he's creating problems. Someone bumps into him accidentally and he shoves back. Someone says something to him and he calls them names. Today, I asked him to make a correction on his math paper and he tore it up. He seems to be very impulsive and angry.*
>
> Interventionist: *Do you think he presents a danger to anyone?*
>
> Teacher: *No. He is physical, but I don't see him assaulting anyone.*

2. Discuss the problem with the student.

   Determine whether the teacher has had a one-to-one discussion with the student regarding the problem. If not, and the problem is mild, suggest that the teacher set aside a neutral time to simply discuss the problem. In the early stages, a student may not recognize the problem. Frequent verbal reprimands may have become so routine that the student doesn't take them seriously. The goals of a discussion are to: let the student know that the problem exists; convey the importance of finding a resolution; and communicate the desire to support and assist the student. (If a structured discussion is warranted, see Intervention C: *Planned Discussions.*) Though discussions may not resolve a problem, they should be considered prior to intensive intervention efforts.

3. Discuss the problem with the parent(s) or guardian.

   Determine whether the student's parent(s) or guardian have been contacted. If not, suggest that the teacher call or set up a conference with the parents. Contact should be made at a neutral time, not immediately following an incident. The purpose of the contact is to: inform the parents of the concern; communicate the school's desire to assist the student; learn more about the student from the parents; and to work with the family to establish joint goals and efforts to create a successful school experience.

   Families should be brought into the problem-solving process as early as possible. Early contact may result in an early resolution. Even when problems require in-depth planning, early communication with families establishes a foundation of cooperation and mutual respect. Parental assistance may be lost if contact occurs after a situation has reached crisis proportions. Many parents would be justifiably angry if they were informed of a problem after a formal intervention process had already been initiated. Families must be honored and treated with respect at all times. Cooperation can only be achieved through clear communication.

BEST COPY AVAILABLE

Interventionist: *You're right. It's awfully early in the year to see problems developing. Have you had a chance yet to have a discussion with Mack and with his parents?*

Teacher: *Yes. The day Mack tore up his paper I kept him in during lunch break and talked with him. I didn't want it to be a punishment, just a time to see what was going on. Mack doesn't seem to be able to articulate the problem. He just shrugs his shoulders. Yet, I think he wants to please.*

Interventionist: *How about his family?*

Teacher: *I talked with his mom yesterday—Brenda Berringer. She seems nice. The parents have been divorced for three years. Mack may be caught in the middle. It sounds like the parents don't communicate at all. Brenda has Mack most of the time, although he stays with his dad some weekends. Brenda doesn't seem to know what to do. She says that school has been a problem since preschool. She even held Mack out of school an extra year to give him a chance to mature. She really wants this year to go better. She didn't have many suggestions for things we could do, but I think she would respond to help if we could offer it.*

Interventionist: *I'm glad we're looking at this early. I'd like to set up a time to do some in-depth planning. Maybe we can get ahead of this and prevent a lot of heartache later.*

4. Determine who will be involved in the intervention planning.

Prior to intervention planning, the referring teacher and interventionist need to decide who will participate. If the referring teacher wants to informally discuss the problem and possible solutions, a one-to-one meeting with the interventionist may be appropriate. In other situations, planning may include family members, other staff members, and sometimes even the student. The size of the group will affect the planning process. The larger the group, the more time required for in-depth planning. However, increasing the size of the group also increases the sense of involvement in the plan.

Several competing variables will determine who is to be involved. Consider the following questions:

- *How severe is the problem?*

  If the problem is mild and the referring teacher is only requesting support and guidance, convening a large number of people for planning would be unwarranted—the proverbial making a mountain out of a mole hill. If this occurs, the referring teacher is unlikely to request assistance in the future. However, if the presenting problem is fairly severe, consider including all staff members who will take part in implementing the plan. For example, if the student is in middle school, all of the student's teachers might be invited.

- *How available are people to meet?*

  Getting the ideal group of people together for planning may be an impossibility. If scheduling problems create delays, it is best to proceed with a smaller group. When this occurs, the interventionist will need to make arrangements to brief those not present at the meeting.

- *Who could provide important background information?*

  When problems are relatively serious, background information is necessary. In some situations, a former teacher may be able to suggest strategies that have worked with the student in the past. If the student has major difficulties on the playground, the meeting might include the playground supervisor. If the student receives the services of a specialist, the specialist should be included. The more knowledge the planning group has about a student, the greater the likelihood that the intervention can be tailored to meet the unique needs of the student.

- *Should family members be involved in the planning?*

  Family members should be involved in intervention planning whenever possible. They will be able to share their insights and experiences. Goals and expectations can be developed collaboratively, and the effectiveness of the intervention plan enhanced if parent(s) participate to whatever degree might be helpful to the student.

- *What type of planning group does the referring teacher prefer to work with?*

  The preference of the referring teacher should be a factor in determining who will take part in the planning. Some people prefer the support of a group, while others feel intimidated and prefer working one-to-one. Consider the size of the group and who would work well together.

- *What types of collaborative groups are already available to provide assistance?*

  The types of collaborative structures established in each school will also have an impact on the type of planning group that will be convened. Some schools have prereferral systems, Teacher Assistance Teams, Student Study Teams, Care Teams, Student/Staff Support Teams, At-Risk Teams, or some sort of multidisciplinary team.

When a request for assistance is made, the interventionist and referring teacher should determine who to involve in the intervention planning process.

Teacher: *Are you thinking about getting the Student Study Team involved?*

Interventionist: *We could; however, my inclination is to do the planning with you, maybe one or two of Mack's other teachers and his mother. We can go through the 'IDG' and develop a plan fairly quickly. What do you think?*

Teacher: *I have Mack for three periods plus homeroom this year. I think he has Karl for science and math, and Drew for P.E.*

Interventionist: *I'll check with Karl and Drew.*

Teacher: *Good. Mack's mother might be intimidated if we refer this to the Student Study Team. I don't want to eliminate that option if we need other ideas later on, but I don't want Mack and his mother to feel that the staff is ganging up on them. In fact, maybe it would be best for just Mack's mother, you, and I to meet. Drew and Karl are always very supportive. I know they will cooperate with whatever we come up with.*

Interventionist: *I agree. What about including Mack?*

Teacher: *Of course we'll want to include him, but first I'd like to do some in-depth work with you and his mother. If Mack were there, I think we would be unable to talk freely.*

5. Select an intervention planning format.

Format options for designing an intervention include: informal collaboration, a structured 25 minute format, or the in-depth "Intervention Decision Guide" ("IDG") format. Figure 2-6 provides an overview of the three planning formats, and Chapters 3, 4, and 5 describe each process in detail.

Figure 2-6: Overview of Intervention Planning Formats

	Informal Collaboration	Structured 25 Minute Planning	In-Depth Intervention Decision Guide (IDG) Planning
Useful For:	Mild misbehavior	Mild to moderate misbehavior	Moderate to severe misbehavior
Participants:	• Teacher and parent • Teacher and interventionist • Teacher, parent, and interventionist	• Teacher and parent • Teacher and interventionist • Teacher, parent, and interventionist • Intervention planning team	• Teacher and interventionist • Teacher, parent, and interventionist • Intervention planning team
Process:	Unstructured and casual—a discussion of problems and possible solutions	A highly structured 25 minute planning session	A highly structured process that provides for in-depth planning
Duration:	• Informal stops with no time limit—may be as short as five minutes or as long as an hour	• Preestablished time limits • Formal steps • Recommended follow-up	• Formal steps with no time limit • Thorough discussion of background • Facilitates ongoing collaboration
Pros:	• Provides an opportunity for debriefing • A few quick tips may help resolve a mild problem	• Time limits keep discussions focused • Planning sessions do not go on and on • The outcome is a specific, proactive intervention plan	• Has the highest probability for success • Takes into account the multifaceted nature of problems • Provides more support to the referring teacher • Addresses severe problems
Cons:	• Can be too unfocused • May spend too much time on extraneous details	• Time limits may make people uncomfortable • May result in interventions too simple for complex problems	• May require a lot of time

To select a planning format, consider how severe the problem seems to be, the nature of the situation, who will be involved in the planning session, and the styles of both the interventionist and the teacher.

The more severe the problem, the more structured the planning format should be. The "IDG" form is suggested for severe problems. Both the "IDG" or the 25 minute planning process will work for moderate to severe problems and either informal collaboration or the structured 25 minute planning process can be used for mild problems. Factors that reflect problem severity include:

- How intensive the problem behavior is;
- How intrusive the problem behavior is;
- How long the problem has been occurring;
- How resistant the problem has been to intervention; and
- Whether there is a long history of problems.

Use the descriptors shown in Figure 2-7 to help determine whether the behavior presents a mild, moderate, or severe problem. Categorization of the behavior is not intended as an evaluation. It will merely be used to determine which intervention planning format is most functional. Many problems will fall somewhere between categories (e.g., mild to moderate or moderate to severe). In that case, consider choosing the more structured approach.

Figure 2-7: Categorizing Mild to Severe Problems

Mild	Moderate	Severe
• The teacher is concerned about a problem in its early stages. • The student isn't motivated. • The student is irritating or annoying, but doesn't interfere with instruction.	• The teacher is feeling very frustrated with the student. • The student is always "pushing the boundaries." • The student may not graduate. • The problem has gone on for several weeks, despite discussions and mild verbal reprimands. Though the problem is relatively mild—whining, talking out, tattling, etc.—it is chronic or excessive.	• The student loses control and others are physically threatened. • The teacher doesn't feel he or she can teach when the student has the problem. • The situation is unfair to other students. • The student has a long history of problems in many classrooms.

Interventionist: *Mack's problem isn't severe yet, but it sounds like he has a history of problems. Normally, I'd suggest doing a quick intervention plan, but this time I'd like to use the 'Intervention Decision Guide.' It's a fairly involved process, but since Mack has already had a long* *history of school problems, we need an intensive intervention before inappropriate behavior escalates.*

6. Obtain parental permission for services.

Prior to intervention planning, determine whether parental authorization is needed. If the student receives any services outside of the ordinary, including the services of a special education teacher, school psychologist, or collaborative problem-solving team, obtain parental permission. However, if collaboration occurs informally, parental permission may not be needed. If there is any doubt, err on the side of caution and courtesy.

Permission to provide intervention should be requested initially by phone or in person, followed by written permission. School problems place parents in a difficult situation. Reactions range from anger to hurt to defeat. Some parents feel threatened while others feel protective. By talking with the parent prior to sending home a request for his or her written permission, questions can be answered and fears alleviated.

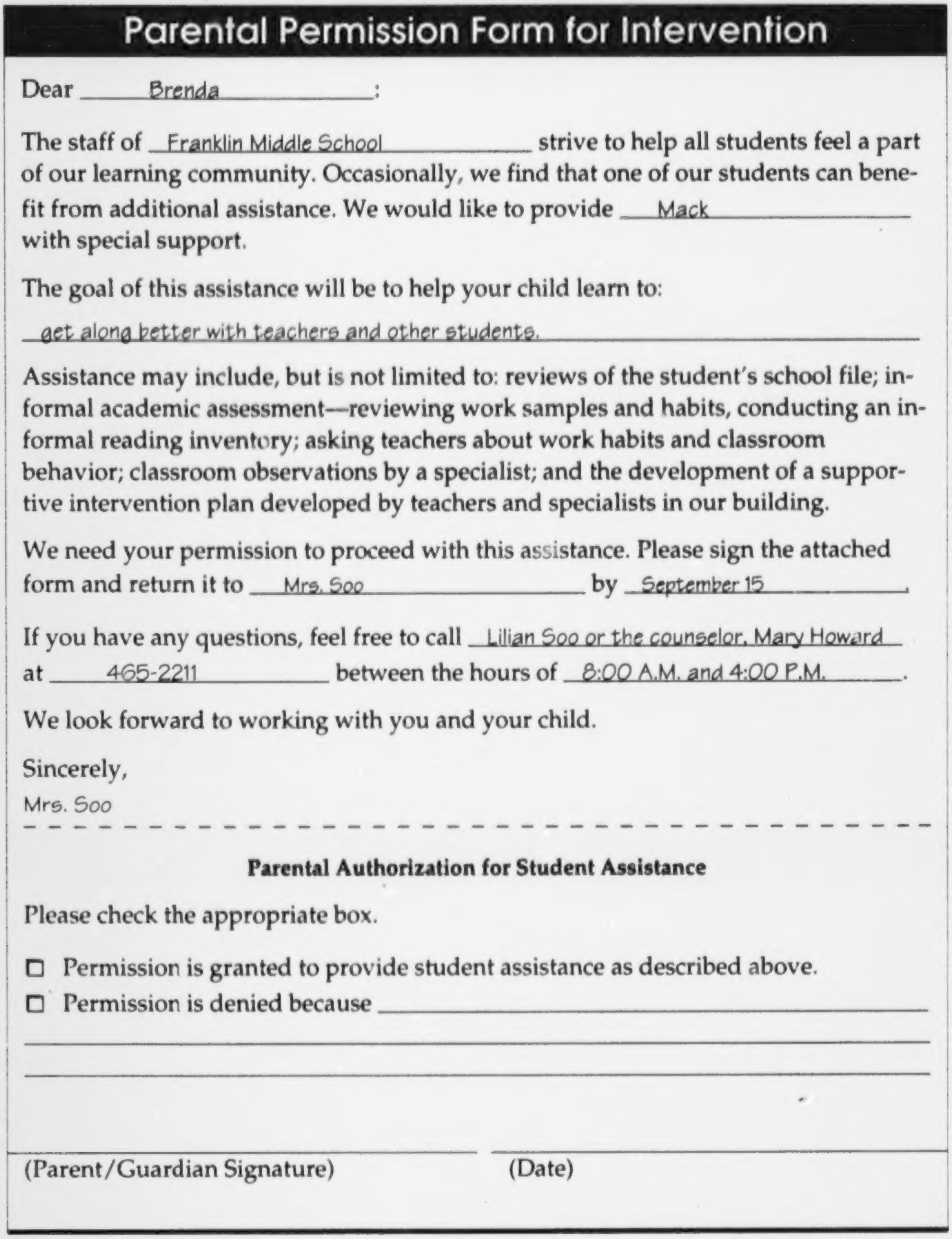
Interventionist: *I think it would be best if you set up an appointment with Mack's mom. I would like her to know that we'd like to contact Mack's previous school. It will help us save time. She should also know in advance that I'll be working with you.*

Teacher: *I'll call this afternoon. She seems to be very bitter about Mack's past school experience, but I think she understands that I want to help and that I'm not out to nail him. I'll tell her that you will be helping—as an advocate. I'll try to let her know that you will be one more person that she and Mack can trust.*

Interventionist: *Since the three of us will be working together, I don't think we need advance written permission. However, to be on the safe side, let's ask her to sign a permission slip. That way I can work with Mack whenever we feel it would be helpful.*

A sample permission form is shown in Figure 2-8. Each staff should tailor parental permission forms to meet the requirements of their building and district.

Figure 2-8: Parental Permission Form for Intervention



Parental Permission Form for Intervention

Dear Brenda:

The staff of Franklin Middle School strive to help all students feel a part of our learning community. Occasionally, we find that one of our students can benefit from additional assistance. We would like to provide Mack with special support.

The goal of this assistance will be to help your child learn to:

get along better with teachers and other students.

Assistance may include, but is not limited to: reviews of the student's school file; informal academic assessment—reviewing work samples and habits, conducting an informal reading inventory; asking teachers about work habits and classroom behavior; classroom observations by a specialist; and the development of a supportive intervention plan developed by teachers and specialists in our building.

We need your permission to proceed with this assistance. Please sign the attached form and return it to Mrs. Soo by September 15.

If you have any questions, feel free to call Lilian Soo or the counselor, Mary Howard at 465-2211 between the hours of 8:00 A.M. and 4:00 P.M.

We look forward to working with you and your child.

Sincerely,

Mrs. Soo

Parental Authorization for Student Assistance

Please check the appropriate box.

☐ Permission is granted to provide student assistance as described above.
☐ Permission is denied because

(Parent/Guardian Signature) (Date)

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

7. Observe the student.

Prior to intervention planning it may be helpful for the interventionist to observe the student when problems occur most frequently. Settings might include the classroom(s), the playground, in the hallways, cafeteria, and on the bus.

An objective observer can often see things that classroom teachers, playground assistants, or bus drivers cannot detect. Observers can watch for important details that may go unnoticed by professionals who have many responsibilities. For example, the interventionist may notice that a student always checks to see whether the teacher is looking when she misbehaves—a sure sign that the student craves adult attention. When observing on a bus, the interventionist may notice that the student is baited by other children—something the bus driver would not be able to monitor while driving the bus. The interventionist may observe that a student who has compliance problems always responds negatively when asked a question, but follows through when given a directive. These patterns may be important keys when deciding which interventions will have the highest probability of helping the student and teacher.

If the referring teacher and interventionist agree that an observation might yield important information, schedule a preconference meeting, the observation or observations, and a postconference meeting. Conferences can occur within the intervention process so that additional meetings are not required. For example, the preconference can occur when the initial request for assistance is made or when preliminary information is being gathered. The postconference can be arranged as part of intervention planning.

Preconference

Before an observation, the teacher should be given clear information about the purpose of the observation and whether information from the observation will be confidential or whether it may be shared with the principal, an intervention team, or with parent(s). Being aboveboard at the outset can prevent hard feelings later on.

Interventionist: *Lillian, I think it might be helpful for me to observe Mack. Teachers have so much to do that there isn't time to just watch an individual student.*

Teacher: *I think that would be okay.*

Interventionist: *I'll be observing to see how Mack interacts with you and other students. We'll want to know how he responds during different activities in the classroom.*

Teacher: *I should let you know that I get a little unnerved during observations.*

Interventionist: *I understand. You might want to keep in mind that this is not a teacher evaluation. Our goal will be to see if there is anything we can do to help Mack. After the observation, we can determine what might be useful to share with Mack's mother.*

The teacher and interventionist should both be aware that the student may not behave normally during an observation. Observers can change the climate of a classroom simply by being there. Some students will be on their best behavior, while others will act the same, or worse. If a student with chronic behavior problems is a perfect angel during an observation, the teacher may feel defensive. This is analogous to having problems with your car; only to have it run perfectly when the mechanic examines it. You invariably feel like an imbecile. "Really, it does make this weird noise when I'm driving it." To avoid feelings of discomfort, discuss in advance the likelihood that the observation may not yield a true picture of the student's behavior.

Interventionist: *I know that kids sometimes act differently when I observe. Mack may be on his best behavior or he may behave even worse than normal. When we meet afterwards, I'll need your perspective. If you tell me his behavior was better than normal, we'll know what he is capable of. And, if it gets worse, we'll also know what he's capable of!*

Teacher: *So, I should act as normal as possible too.*

Interventionist: *Yes, but we'll also keep in mind that my presence may change things a bit.*

The teacher should know what the interventionist will be doing during the observation—taking notes, using any forms (see Figure 2-9), or taking data.

Figure 2-9: Observation Form

Observation Form

Student(s)	Teacher
Date	Time
Subject/Activity	

Time	Description of Student Behavior	Description of Teacher Interaction

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Interventionist: *I'll be using a three-column 'Observation Form.' In the first column I'll record the time, in the second column I'll write down what Mack is doing, and in the third I'll describe what you do or say. Later, we'll look for interactional patterns. For example, some kids respond in certain ways to teacher directions or praise.*

Carefully work out the details of the observation process. During the preconference session, clear up as many procedural details as possible, such as:

- If the interventionist doesn't know the student, how will she recognize him without singling him out?

Interventionist: *Lilian, I don't know Mack yet. Can you tell me how to recognize him?*

Teacher: *Let me show you my seating chart. You'll also be able to recognize him physically. He is a good head taller than all of the other kids. He has dark brown hair and a stocky build.*

- Will the interventionist be introduced to the class and if so, how?

Interventionist: *We should decide what we will tell the kids. If I just appear, there will be all kinds of questions and it may be disruptive.*

Teacher: *Let me introduce you. Most of the kids already know you. We can tell them that one of your jobs is to watch kids at work.*

- Will the interventionist talk to the target student and/or other students?

Interventionist: *I'd also like to tell the class that I'm going to need to concentrate on my job and that I won't be able to talk with them.*

Teacher: *That's a good idea.*

There are no right or wrong ways to handle situations that may occur during an observation; however, these questions should be addressed beforehand so the observation will not disrupt the class and teacher.

Interventionist: *I appreciate your being willing to let me observe.*

Teacher: *I think it's a good idea. Now that you've explained what you'll be doing, and we've cleared up the details, I think it will be fine.*

Observation(s)

During the observation, follow the procedures that have been arranged with the teacher during the preconference. An anecdotal record of student behavior and teacher behavior (as previously described) can very useful. Figure 2-10 shows a sample of a completed "Observation Form." As indicated, the interventionist simply writes down the time, what the student does or says, and what the teacher does or says. This form can be used with an individual student, a group of students, or a whole classroom. The relatively open format allows the teacher and interventionist to look at a number of variables—approximate time on task and off task, the frequency of misbehavior, the duration of misbehavior, how the student responds to classroom events, and interactions between the teacher and student.

Ms. Howard schedules a 9:30 A.M. to 10:00 A.M. observation for the next day. During the observation, Ms. Howard quietly observes and makes notes on the "Observation Form."

Figure 2-10: Sample Completed Observation Form

Observation Form

Student(s) Mack Berringer **Teacher** Mrs. Soo

Date 10/2 **Time** 9:30-10:00

Subject/Activity Literature—small groups with teacher and independent work

Time	Description of Student Behavior	Description of Teacher Interaction
9:30	Mack listens and gets out his materials	Teacher had students at desks get out SSR books. One group is called to the corner.
9:32	Starts whistling	No response
9:35	Listens to teacher and students in small group instead of reading. Loudly blurts out answer.	No response
9:36	Begins to fidget and tap pencil like a drum	"Jack, don't pound on your table. Get started on your reading."
9:37	Glares at the teacher, but opens his book and starts to read	No response
9:39	Gets out of his seat and gets a drink of water. Looks at teacher. Gargles loudly.	"Mack, that's not appropriate. Go to your seat and read."
9:39	Starts back to seat, but stops and pushes over a chair	Stares at Mack and motions him back to his seat
9:40	Gets back to his seat and opens book	No response
9:43	Continuing to read	Sends reading group back to their seats. Circulates and tells Mack that he is doing a nice job.
9:47	Gets out of seat and goes to pencil sharpener, but taps kids on the way	"Mack, keep your hands to yourself."
9:50	Blows up and yells, "Shut up. Leave me alone. I didn't do anything."	Looks away, conferences with another student
9:51	Takes seat, plays in his desk	No response
9:54	Takes out writing journal and begins drawing a picture	No response
9:58	Looks up but keeps drawing	Teacher calls Mack's group
10:00	Slowly picks up journal, puts it into desk, slowly picks up book, and walks slowly to group	"Mack, get to your literature group now." Looks exasperated.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Postconference

The postobservation meeting can serve a dual purpose—to talk about the observation and to design the intervention plan. During the postconference, avoid making value judgments about the teacher or the classroom. As much as possible, keep the focus on the student, not on the teacher. Pay particular attention to the nature of the student-teacher interactions and any patterns that may be present.

To illustrate these guidelines, contrast the two postconference discussions following:

Focus on Teacher Behavior (Incorrect)

Interventionist: *Lilian, during the observation I noticed that you pay a lot of attention to Mack when he misbehaves. Without realizing it you may be reinforcing his behavior by reacting to it. In fact, when he misbehaved and you didn't notice, he would get worse until you told him to stop. When you got mad, it really gave him what he wanted. Part of the intervention plan may need to involve changing the behavior you pay attention to.*

Focus on Student Behavior (Correct)

Interventionist: *Lilian, Mack can be quite a handful. It seems like he is desperate to get attention—any kind of attention. Your attention appears to be very important to him; he often watches you, and if you are too busy to notice him, he gets worse. Do you get the sense that Mack seems to build up to an outburst and then calm down? If we observed for a longer period of time, I wonder if we'd see a real pattern emerge?*

Teacher: *Now that you mention it, he is very up and down. He does disruptive things, blows, and then is calm again. I never know what to expect.*

Interventionist: *This is valuable information. As we plan an intervention for Mack, we have some things to go on now. He seems to want attention, and he seems to have a pattern of gradually becoming agitated, blowing up, and then becoming calm.*

Information from observations can be very useful when designing an intervention. The objective view of the problem may increase the effectiveness of intervention planning and also provide important information for determining whether the student is making progress once the plan has been implemented.

Conclusion

Collaborative planning tends to occur more frequently when procedures are in place to "get the ball rolling." Encouraging requests for assistance through informal and formal channels increases the likelihood that students and teachers receive help before a problem escalates. Once referral is initiated, the interventionist can help lay the foundation for effective intervention planning by working with the teacher, student, and parent(s) to gather important information and to select a workable intervention.

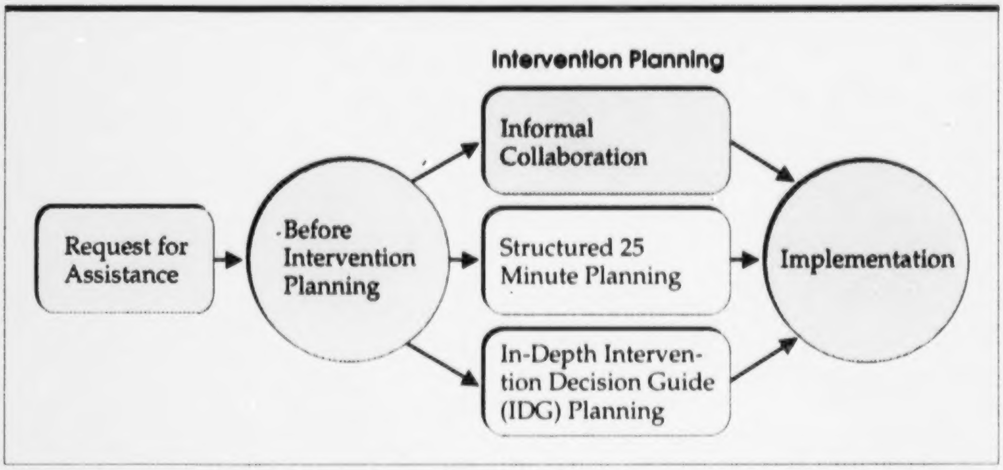
CHAPTER

3

Designing an Intervention With Informal Collaboration

INFORMAL COLLABORATION (see Figure 3-1) OCCURS when a staff member brings up a problem in casual conversation, or when a problem is relatively mild and the referring staff member is working through a period of trial and error—trying to find what works with a particular student or students.

Figure 3-1: Informal Collaboration


Intervention Planning
Request for Assistance
Before Intervention Planning
Informal Collaboration
Structured 25 Minute Planning
In-Depth Intervention Decision Guide (IDG) Planning
Implementation

Informal collaboration is generally useful for the following types of behavior:

- A staff member is concerned about a student.

  "I'm worried about Tina. She does fine in school, but she doesn't seem to have any friends."

- The behavior is irritating to a staff member.

  "Everytime I turn around, there's Eric wanting attention. He doesn't disturb anyone, but he has to be assured all the time that he's on the right track."

- The behavior is bothering other students.

  "Even the kids complain about Jenna's whining."

- The behavior tends to create a roadblock to success, but not consistently.

  "David just doesn't seem to care about his work; but, he does enough to get by. I hate to see him waste his potential."

Informal collaboration decreases the sense of isolation that a staff member may have when working on a day-to-day basis with hard-to-teach students. Because it is "informal," there are no procedures to follow. However, informal collaboration may serve a variety of functions:

- Staff members may need an opportunity to vent their frustrations.

  Teacher: *I hate to say it, but it sure would be easier if Danielle just stayed home once in awhile.*

- Staff members may need affirmation.

  Teacher: *Danielle threw a major tantrum today. It was really hard, but we all just carried on with our work.*

  Interventionist: *That's tough. You've done a terrific job of teaching your kids to ignore Danielle when she does blow. You've already helped her reduce the frequency of her tantrums and the duration.*

- Staff members may want another professional opinion.

  Playground Aide: *Lynette is a real puzzle. She is very quiet and withdrawn. At recess she just stands by the door. I'm worried about her. Do you think I should be?*

  Interventionist: *Tell me more about what's going on. She may need some assistance.*

- Staff members may want to look at possible solutions while problems are still relatively mild.

  Teacher: *Tad is always criticizing me and the other kids—to the point that the other kids are complaining. I've tried talking with him, but it doesn't seem to do any good. His mom says he does the same thing at home. Do you have any ideas?*

  Interventionist: *You know, something you might consider is signal interference cueing. Let me explain how it works, and then I'll give you a booklet to read. It might be worth a try. It's a relatively easy procedure to implement.*

In some cases, informal collaboration may lead to the conclusion that a more structured problem-solving format would be helpful.

Teacher: *Lisa almost bit one of the kids today. I had to restrain her.*

Interventionist: *This sounds fairly serious. Has this happened before?*

Teacher: *She's never tried to bite anyone before, but she is disruptive. I've taught for twenty years and I've never had a kid who was so hard to reach. I've tried being positive. I've tried using consequences, and nothing seems to work.*

Interventionist: *I wonder if we ought to take a closer look at this. I would hate for it to get worse. Do you have time to talk with me this afternoon?*

Due to the range of situations that may prompt informal collaboration, outcomes vary. Informal collaboration may provide teachers with encouragement or an outlet for frustration. Informal collaboration may result in a list of possible solutions with no specific plans, or it may result in actual intervention plans that range from very simple to very complex.

Of the three planning formats included in *Interventions*, the unstructured nature of informal collaboration places the highest demands on the interpersonal skills of the interventionist. When discussing problems on an informal level, the interventionist needs to be able to determine whether the teacher just wants to talk or is actually looking for suggestions. The interventionist needs to know how to gently guide the discussion if it turns into a nonproductive gripe session; and if the situation warrants it, the interventionist needs to begin the process of exploring more structured intervention planning. (For additional information about the skills of the interventionist, see Chapter 6.)

Getting Started

Informal collaboration may arise out of a direct request for assistance, via an automatic referral process, or through an early intervention process. Once the request for assistance has been made, the interventionist works quickly through the preliminary steps and assists with intervention planning.

In the following scenario, a playground supervisor talks with a classroom teacher about a student in her class. In this instance the teacher is serving as an interventionist—assisting another staff member with problem resolution.

Playground Supervisor: *I have a terrible time with Rose on the playground. She is very disrespectful.*

Teacher: *I'm sorry to hear that. Can you tell me what she does?*

Playground Supervisor: *If I remind her of a rule or give her a direction, she is very snotty. Today I reminded her that she was not supposed to walk up the slide and she said, 'You're not my teacher. You can't tell me what to do!' Then she got off the slide, but not without giving me a superior look.*

Teacher: *She was also a little mouthy with my substitute the other day.*

Playground Supervisor: *I had the same problem last year. Her teacher would talk to her and she would get better, but then she would be back at it within a few days. It's like a habit. She doesn't stop and think. She just reacts.*

Teacher: *I've never had problems with Rose, but she seems to have trouble with other adults. How would it be if we had a discussion with Rose? I think it would be helpful if you were involved. Rose needs to understand why you give directions, and how important it is to listen and be respectful.*

Playground Supervisor: *That would be okay with me.*

Teacher: *Maybe we could do some goal setting. I have a booklet that includes sample forms and describes a goal-setting process. First, we would all decide on a goal. Then, we would identify what Rose could do to meet the goal. For example, we might decide that she will respond respectfully to directions by nodding and following directions. We would also specify things that you and I would do to help. For example, I might do some role playing with the whole class and have everyone practice respectful responses to directions and corrections. We might have you give me a daily report, and maybe work out some sort of cueing system so that Rose can think about what she's doing. We can work out the particulars with Rose. I can loan you the goal setting booklet to skim through before we meet with Rose.*

Playground Supervisor: *That sounds good. I know it seems trivial, but I'm going to have Rose on the playground for the next three years. I don't like the other students to see her being so disrespectful.*

Teacher: *Let's figure out when we can meet with Rose. I'll also call her mother and let her know what we're doing.*

Even though the collaboration was informal, the teacher and playground supervisor have generated a fairly structured intervention plan.

BEST COPY AVAILABLE

Summarizing Responsibilities

If an intervention plan is developed through informal collaboration, the interventionist can help ensure that the plan is implemented by summarizing everyone's roles and responsibilities. Due to the informal nature of the planning, the interventionist should use his or her professional judgment to determine whether a written summary would be useful and appropriate.

Scheduling Immediate Follow-Up

Whether informal collaboration results in an actual intervention plan or not, follow-up should be scheduled:

- When the problem is only discussed and no intervention plan is developed, the interventionist should plan to follow up within a few days to see how things are going. Some interventionists make a simple notation in their calendars. "May 5—Check with Sophia to see how Gavin is doing."
- When informal collaboration results in an actual intervention plan, set up an immediate follow-up schedule. The follow-up schedule should include: a brief check-up that occurs within a day or two of implementing the plan, optional observations, and a follow-up conference that occurs after the first week of implementation. (Subsequent follow-up meetings can be scheduled at that time.)
  - The brief check-up provides an opportunity to iron out any problems. Plans can fail if something is forgotten or misunderstood. Sometimes they require immediate revision. The brief check-up provides a safety net to ensure that an ineffective or poorly implemented plan is not continued for a week or longer.
  - Optional observations provide an opportunity for an outside observer to see how the plan is working, and to determine whether any variables need adjustment.
  - The first follow-up conference allows the participants to evaluate the effectiveness of the plan.

Teacher: *We'll meet with Rose on Monday during lunch to do the goal setting. Then I'll plan to be out during afternoon recess in case we decide to use signal interference cueing. We can show Rose how it works, and we can iron out any problems.*

Playground Supervisor: *This sounds wonderful. The only thing I worry about is having it work for a week and then having her fall back into her old ways again.*

Teacher: *That's very likely, isn't it? We'll need to keep Rose focused on her goal of being respectful. Let's have lunch a week from Monday and we can assess where we are. Eventually, I think we can move to some sort of self-monitoring system. I can easily check with you once a week when I have duty.*

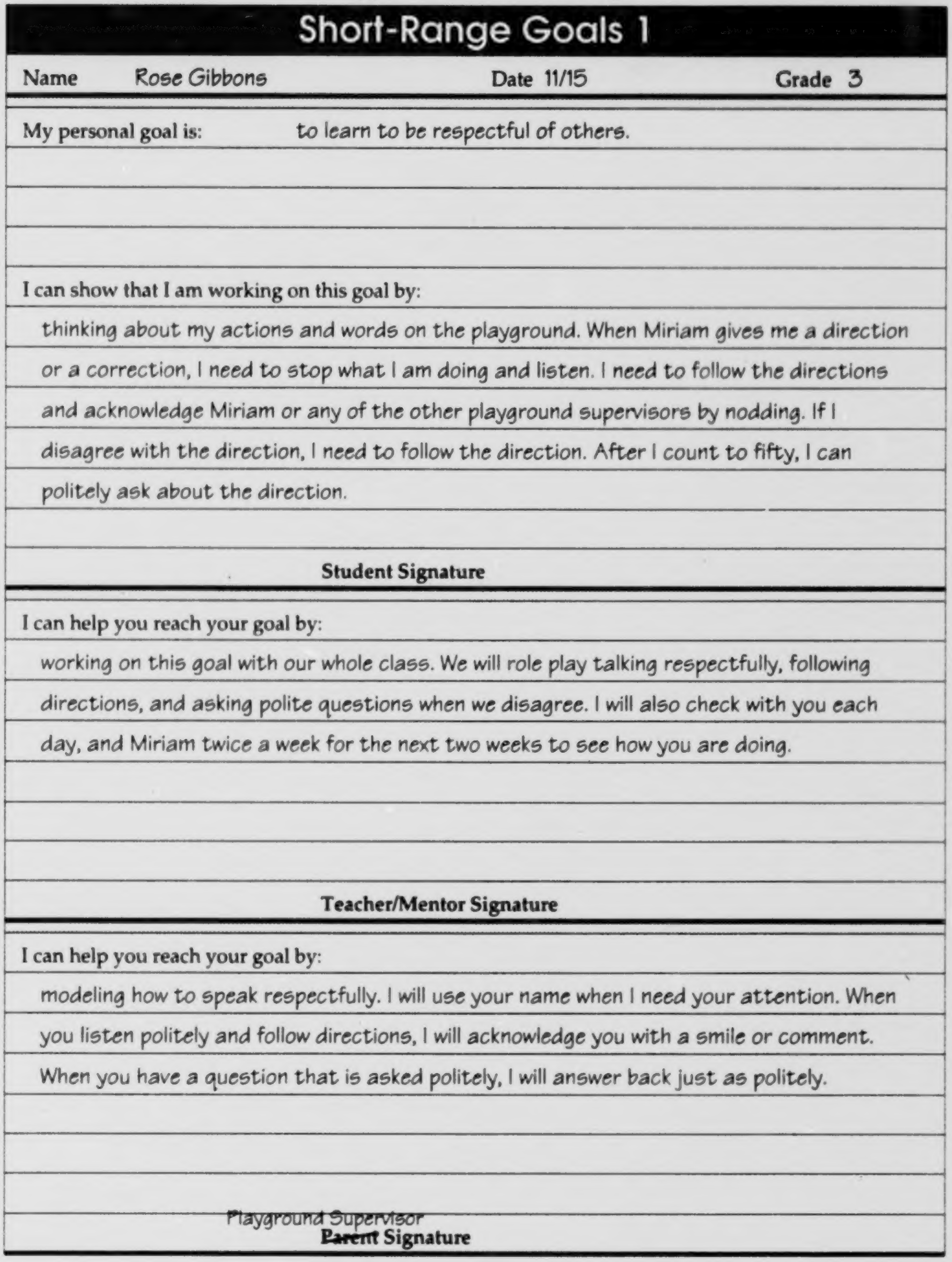
Implementing the Plan

During implementation, it is important for staff to follow through with their responsibilities. Plans often fail because the adults are not consistent and persistent. At-risk students are often used to plans that go nowhere. "Oh, yeah. They'll do that for a week or so, but then they'll forget about it. It's no big deal."

Commitment and consistency can make the difference in whether an intervention plan works or not.

During the conference with Rose, the playground supervisor, and teacher use the goal setting form shown in Figure 3-2.

Figure 3-2: Goal Setting



Short-Range Goals 1

Name Rose Gibbons **Date** 11/15 **Grade** 3

My personal goal is: to learn to be respectful of others.

I can show that I am working on this goal by:

thinking about my actions and words on the playground. When Miriam gives me a direction or a correction, I need to stop what I am doing and listen. I need to follow the directions and acknowledge Miriam or any of the other playground supervisors by nodding. If I disagree with the direction, I need to follow the direction. After I count to fifty, I can politely ask about the direction.

Student Signature

I can help you reach your goal by:

working on this goal with our whole class. We will role play talking respectfully, following directions, and asking polite questions when we disagree. I will also check with you each day, and Miriam twice a week for the next two weeks to see how you are doing.

Teacher/Mentor Signature

I can help you reach your goal by:

modeling how to speak respectfully. I will use your name when I need your attention. When you listen politely and follow directions, I will acknowledge you with a smile or comment. When you have a question that is asked politely, I will answer back just as politely.

Playground Supervisor
~~Parent~~ Signature

Following the goal-setting conference, Rose's teacher and the playground supervisor agree that Rose responds well to positive interactions. In addition to following through

with the goal contract, Rose's teacher and the playground supervisor decide to work on positive interactions. The teacher agrees to walk to recess with Rose twice a week, and the playground supervisor agrees to make it a point to say hello to Rose each recess.

Providing Follow-up

The first follow-up consists of an initial "check-up" during or after the first day of implementation. Then another follow-up conference is scheduled after the first week of implementation. During each follow-up conference, subsequent conferences may be planned.

During the conferences, participants evaluate student progress and make modifications to the plan if needed. Evaluation should include two easy-to-implement procedures that will provide clear indications of whether the intervention is helping the student. Using two separate evaluation procedures tends to validate the results. One procedure can be as simple as asking the teacher how things are progressing. Other procedures include: counting a behavior; self-monitoring data; the student's own perceptions; information from a series of observations by the interventionist; data from a reinforcement system; information from observations by video or audio taping, such as frequency counts, or the length of time a student engages in a particular behavior; discipline referrals; records on assignment completion; and so on. (Specific evaluation procedures are suggested in each intervention booklet and are discussed in more detail in Chapter 5.)

Evaluation information helps determine whether the plan should be maintained, modified, or faded. General guidelines for maintaining, modifying, and fading plans include:

- Develop a new intervention plan if the student makes no progress or gets worse.

  When a student shows no progress, the plan may need to be redesigned. However, before abandoning a plan, there should be two independent means of verifying that the plan is not working. If a student has been making good progress, but "blows it" one day, a teacher may feel that the student hasn't made any progress at all. Evaluation information and the support of the interventionist can help the teacher and student stay on course.

- Modify the intervention plan to provide more support and structure if progress is very slow, or has come to a halt.

  Because intervention planning involves trial and error, it may become apparent that the student needs more assistance.

- Maintain the intervention plan if the student is making good progress.

  If the student is making steady progress toward a goal, the plan should be maintained until the student demonstrates continuous success in achieving the goal.

- Fade the intervention plan when there is a high probability that the student can maintain success.

  Fading is accomplished by gradually providing less structure and support. Some intervention plans are automatically faded as the student becomes successful. For example, use of visual reminders in signal interference cueing would be used less and less frequently as a student demonstrated success. Eventually, the cueing could be faded completely.

Within the first week of setting up Rose's goal-setting contract, Rose, the playground supervisor, and her teacher meet to discuss her progress. In this plan, evaluation involves simply checking each participant's perceptions.

Teacher: *We are meeting again to see how Rose is doing on her goals and to determine whether our plan is working. You each have a copy of our original goal-setting form. Rose, you have worked very hard during the role playing that we've done in class. I think it's helped the whole class. What do you think Rose?*

Rose: *Well, I think it's been fun.*

Teacher: *Miriam, how do you think things are going?*

Playground Supervisor: *I'm very pleased. Rose, when I say 'Hi' to you, I know that I'm going to get a wonderful smile. I enjoy seeing you at recess!*

Rose: *Can I ask a question?*

Teacher: *Yes, Rose.*

Rose: *I won't get in trouble?*

Teacher: *(Looks at Miriam, who nods.) I think you are being very responsible because you are thinking carefully about what you want to ask. Can you ask your question respectfully?*

Rose: *I'll try. Miriam, I was wondering why you have to yell at us.*

Playground Supervisor: *I do yell, don't I? You know Rose, I have a funny old voice. When I want your attention, if I talk loud enough for you to hear on the playground, it sounds like I'm yelling, but I'm not angry.*

Rose: *Oh.*

Teacher: *Rose, that was very mature of you, and Miriam, that was very gracious of you to answer Rose so honestly. Well, I think we all agree that you are doing extremely well with your goal Rose! I'd like to keep this plan up a bit longer. We might make one alteration though. Rose, would you like to continue role playing in our room once a week?*

Rose: *Yes, but maybe about something else.*

BEST COPY AVAILABLE

Teacher: *Great, maybe you and I can come up with a class goal that we could work on. Shall we all meet again in two weeks?*

Follow-up not only allows an opportunity to evaluate student progress and make modifications as needed, but also provides all participants in the plan with continued support. Intervention plans are more often successful when a focus on the goals can be maintained. They tend to be only temporarily successful if abruptly forgotten. Even after an intervention plan has been faded, the interventionist should periodically check to see that satisfactory progress is continuing.

Teacher: *Since we aren't formally meeting on Rose's goal anymore, I thought I'd see how she was doing.*

Playground Supervisor: *You know, she was doing really well, but she sure glared at me the other day. She didn't say anything though.*

Teacher: *I think I'll do a little role playing again. We haven't done that in class for a long time and I really think it helps all the kids be aware of their behavior—toward everyone.*

Playground Supervisor: *I appreciate that. I'm glad you brought this up. I need to make it a point to stay friendly with Rose. We've kind of dropped our old habit of saying hello to each other.*

Teacher: *That's great. Rose's a neat kid, but since those disrespectful interactions have been ongoing for at least a year, it would be very easy for her to fall back into old habits. I'll check with you again next Wednesday to see how she's doing.*

(See the booklets Intervention I: *Goal Setting and Contracting*, Intervention F: *Signal Interference Cueing*, and Intervention O: *Increasing Positive Interactions* for more information on the strategies mentioned in this scenario.)

Conclusion

When a problem is mild, or a referring staff member prefers a casual approach to problem solving, informal collaboration can be highly effective. However, the unstructured nature of this collaboration may decrease the clarity and efficiency of planning. Participants may wish to use the Structured 25 Minute Planning process or the in-depth "Intervention Decision Guide" ("IDG") process described in the next chapters.

BEST COPY AVAILABLE

CHAPTER

4

The Structured 25 Minute Intervention Planning Process

THE STRUCTURED 25 minute intervention planning process (see Figure 4-1) provides a timed, step-by-step format for developing an intervention plan. This format is appropriate when a systematic intervention plan would be helpful; and when a worthwhile plan can be developed within a time limit. The 25 minute process may be used by the interventionist and referring teacher for a mild to moderate problem. If the problem has been referred to an "intervention team" of some kind, the 25 minute process might be the first step in dealing with a moderate to severe problem. (If problems persist, more in-depth planning may be required through the use of the "Intervention Decision Guide." See Chapter 5.)

Figure 4-1: Structured 25 Minute Planning

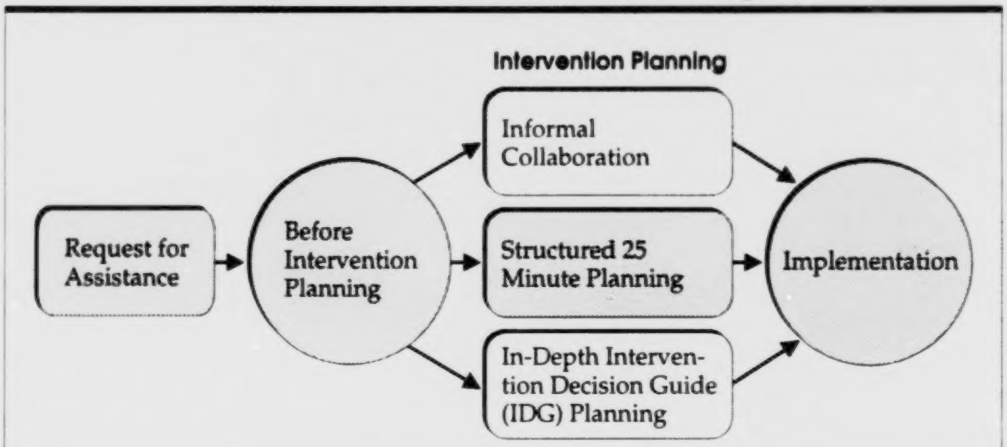
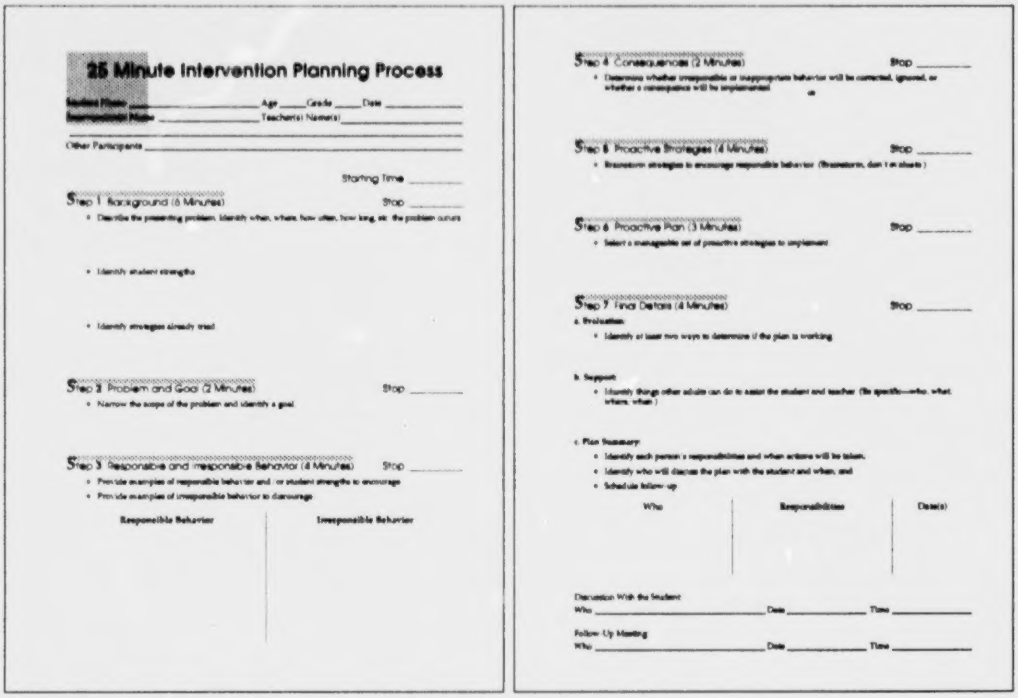

Intervention Planning
Request for Assistance
Before Intervention Planning
Informal Collaboration
Structured 25 Minute Planning
In-Depth Intervention Decision Guide (IDG) Planning
Implementation

Figure 4-2 shows the two-page planning agenda for the 25 minute process and time limits for each step. (Larger illustrations of all the sections of this form will be provided throughout this chapter.)

Figure 4-2: Planning Agenda



25 Minute Intervention Planning Process

Student Name ______________ Age ____ Grade ____ Date ________
Interventionist Name ______________ Teacher(s) Name(s) ________

Other Participants ______________

Starting Time ________

Step 1 Background (6 Minutes) Stop ________
- Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs
- Identify student strengths
- Identify strategies already tried

Step 2 Problem and Goal (2 Minutes) Stop ________
- Narrow the scope of the problem and identify a goal

Step 3 Responsible and Irresponsible Behavior (4 Minutes) Stop ________
- Provide examples of responsible behavior and / or student strengths to encourage
- Provide examples of irresponsible behavior to discourage

Responsible Behavior	Irresponsible Behavior

Step 4 Consequences (2 Minutes) Stop ________
- Determine whether irresponsible or inappropriate behavior will be corrected, ignored, or whether a consequence will be implemented

Step 5 Proactive Strategies (4 Minutes) Stop ________
- Brainstorm strategies to encourage responsible behavior. (Brainstorm, don't evaluate.)

Step 6 Proactive Plan (3 Minutes) Stop ________
- Select a manageable set of proactive strategies to implement

Step 7 Final Details (4 Minutes) Stop ________

a. Evaluation
- Identify at least two ways to determine if the plan is working

b. Support
- Identify things other adults can do to assist the student and teacher. (Be specific—who, what, where, when.)

c. Plan Summary
- Identify each person's responsibilities and when actions will be taken,
- Identify who will discuss the plan with the student and when, and
- Schedule follow-up

Who	Responsibilities	Date(s)

Discussion With the Student
Who ______________ Date ________ Time ________

Follow-Up Meeting
Who ______________ Date ________ Time ________

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Initially, 25 minutes may not seem like enough time. However, as interventionists or teams become proficient with the process, intervention planning can often be completed in less than 25 minutes. When first learning to use the 25 minute process, teams may wish to allow more time at each step as illustrated in Figure 4-3. Longer time limits allow collaborative teams the time that may be needed to learn how to complete each step in the process. Eventually, the interventionist or team will become proficient enough in the planning process to stay within the 25 minute structure.

Figure 4-3

Structured Intervention Planning	25 Minute	35 Minute	50 Minute
Step 1: Background	6 minutes	7 minutes	10 minutes
Step 2: Problem and Goal	2 minutes	3 minutes	4 minutes
Step 3: Responsible and Irresponsible Behavior	4 minutes	6 minutes	8 minutes
Step 4: Consequences	2 minutes	3 minutes	4 minutes
Step 5: Proactive Strategies	4 minutes	6 minutes	8 minutes
Step 6: Proactive Plan	3 minutes	4 minutes	8 minutes
Step 7: Final Details	4 minutes	6 minutes	8 minutes

Completing Preliminary Steps

Before intervention planning begins, the interventionist and referring teacher complete the following preliminary steps, detailed in Chapter 2:

1. The interventionist determines whether the presenting problem threatens anyone's physical safety. (If so, Intervention A: *Managing Physically Dangerous Behavior* should be immediately implemented.)
2. The interventionist determines that the teacher has discussed the problem with the student.
3. The interventionist or teacher informs the parent(s) (or guardian) of the problem, invites them to participate in problem solving, and obtains their permission for intervention planning.
4. The interventionist may conduct a student observation or observations.

Interventionist:	*I got your note and thought we should set up a time to talk about Charlene.*
Teacher:	*Great. I need to bounce around some ideas. I'm not getting anywhere.*
Interventionist:	*Can you fill me in briefly so we can decide how to proceed?*
Teacher:	*It's hard to sum up, but I guess Charlene's overall problem is being disruptive and off task.*
Interventionist:	*Have you talked to Charlene and her parents?*
Teacher:	*Yes. Charlene always says she'll try, but nothing changes. Her mom just makes excuses and doesn't have any suggestions.*

Interventionist: *Would her mom agree to our setting up a plan for her?*

Teacher: *I think so. She's protective, but she wants the best for Charlene.*

Interventionist: *Do you want this to go to the Child Study Team?*

Teacher: *I don't think this warrants referral yet, but I do need some help.*

Interventionist: *We could set up a time to meet and informally collaborate, or if you want we can follow a 25 minute planned agenda. Either way is fine.*

Teacher: *With time as it is, I think I'd like to structure the planning. I have some time tomorrow afternoon before I go to a district meeting. The 25 minute format sounds good.*

Interventionist: *If you can wait a day or two, I'd be happy to schedule an observation. Do you think it might be helpful to have me watch to see what she does during independent work times? I know that you are always interacting with your students. It must be hard to keep an eye on Charlene.*

Teacher: *That would be great, but it will push our meeting way back. My schedule's really tight for the next week and a half.*

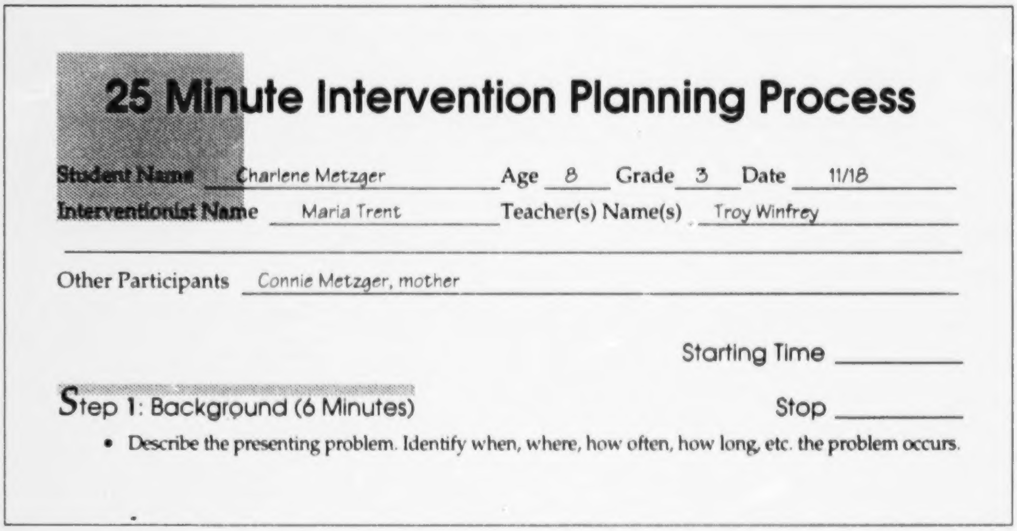
Interventionist: *I hate to wait a couple more weeks. If we think it would be helpful, I can always schedule an observation later. We should let Charlene's parents know that we would like to develop a plan to help Charlene, and that I will be involved. Would you like her parents to join us?*

Teacher: *I hadn't thought about it. I'll call Mrs. Metzger and sound her out.*

Interventionist: *If she doesn't plan with us, you can tell her that I'll call and let her know what we've come up with. That way, I can make contact and she'll know that Charlene has both of us as advocates, not adversaries.*

Prior to the planning meeting, the interventionist fills out the top of the form as shown in Figure 4-4. One copy is made for each participant. If time limits will be followed, the interventionist should decide how time will be kept. One method is to use a timer. When the timer goes off, a time keeper (the interventionist or someone else designated to be the time keeper) gently moves the group to the next step. A second method is to note when participants are ready to begin, note the start time, and quickly jot down stop times in advance for each step. (As shown in Figure 4-4, space is provided on the right side of the form to record the initial starting time and the stop times for each step.) If this method is used, the interventionist should use a stop watch, digital clock, or digital watch to monitor the time and guide the group to the next step. If the group completes a step faster than the designated time, the additional time can be used for the next step.

Figure 4-4



25 Minute Intervention Planning Process

Student Name Charlene Metzger Age 8 Grade 3 Date 11/18
Interventionist Name Maria Trent Teacher(s) Name(s) Troy Winfrey

Other Participants Connie Metzger, mother

Starting Time ______

Step 1: Background (6 Minutes) Stop ______

- Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs.

Beginning the Planning Meeting

The interventionist (or referring teacher) convenes the meeting by setting the tone—welcoming each participant and establishing an atmosphere of support and advocacy for the student.

Teacher: *I'm glad that we could all meet. This is Connie Metzger, Charlene's mother, and this is Maria Trent, the school counselor. Maria often helps us develop plans for our kids.*

Interventionist: *Thank you for coming, Connie. We're always glad to see parents and teachers working together. I'm looking forward to developing a plan to help Charlene. She's a delightful girl. I love her sense of humor.*

If any of the participants are unfamiliar with the 25 minute process, the interventionist should explain the format and time limits before the intervention planning begins. If the planning format hasn't been jointly selected in advance, staff or family members may feel rushed or even railroaded into accepting an intervention plan. When possible, provide participants with the option of following the agenda within the 25 minute period, with extended time limits, or without time limits. If family members are involved, special precautions need to be taken so they feel that they've had the opportunity to fully participate. If participants decide to stay within the time limits, the meeting will move very efficiently. Without time limits, the meeting will be more casual and responsive to the needs of participants, but is also likely to last longer.

Interventionist: *Connie, we've decided to follow a 25 minute agenda. I know that you and Troy have already talked. The 25 minute format is kind of stiff, but we thought it would allow us to develop a plan for Charlene without waiting until we all have more time. Troy has another meeting at the district office in about 45 minutes. So, if it's okay with you, we'd like to do some fairly focused planning. Then, if you'd like, I can talk with you some more when Troy has to leave.*

Parent: *That would be fine. I know Charlene doesn't like school this year, and I don't see her making good progress.*

Teacher: *I'm excited about helping Charlene. I don't want her to feel like we are always complaining about her behavior. I'd really like to help.*

Interventionist: *I appreciate everyone's cooperation. I'm going to record stop times for each step. Our estimated start time is 3:15. Then we'll have until 3:21 for Step 1, 3:23 for Step 2, 3:27 for Step 3, and so on. As we're talking, I'll try to gently guide us to the next step when our time is up. You can help me by also watching the time. My apologies in advance for the interruptions.*

Completing Step 1: Background

The interventionist begins the process by summarizing the problem, inviting all to participate, reiterating the proactive nature of the planning, and describing Step 1.

Interventionist: *When we first talked, Troy said that he was worried about Charlene because she had difficulty working independently. As we talk, we'll try to get a handle on the problem so we can develop a plan to help Charlene become more independent. Connie, please feel free to share your perceptions. In Step 1, we want to discuss the problem, Charlene's strengths, and also things that have been tried so far. Troy, why don't you begin by filling us in on what you see in the classroom?*

During Step 1, the interventionist paraphrases, takes notes, and asks clarifying questions, such as:

- How often does she engage in the misbehavior?
- How long does the misbehavior last?
- Where does the misbehavior occur?
- Does she engage in the misbehavior in other settings—in P.E., on recess, in the hallways, or in the cafeteria?

- Is the misbehavior more likely to occur during math, reading, independent work, or during instruction?
- How do the other students respond?
- What strategies have been tried to resolve the problem?

Teacher: *Charlene has the greatest difficulty during independent work times. I worry about her because she doesn't seem to be able to get anything done unless I'm standing over her. She wanders aimlessly about, sharpens her pencil, gets a drink of water, and often bothers the other students.*

Interventionist: *How do the other kids respond to her?*

Teacher: *They don't seem to mind her interruptions. Charlene is very likable. She has that good sense of humor.*

Interventionist: *So, a problem is wandering and bothering other kids, but a strength is her social skills.*

Parent: *Yes, Charlene has a lot of friends.*

Teacher: *Everyone likes Charlene so she can pull them off task. She doesn't harass anyone.*

Interventionist: *How does she do during instructional periods?*

Teacher: *She does better when I 'm working directly with her in a small group or even when I'm teaching the entire class—if I remember to call on her often enough.*

Interventionist: *So, off task is a problem in independent work, but not when you are around. How is the quality of Charlene's work?*

Teacher: *She gets it done if I keep her in from recess to do it. She does good work and seems capable, but she wastes so much time that she needs the extra time at recess. I don't mind giving up my break once in awhile, but it is getting to be an everyday occurrence.*

Parent: *I think that's one of the reasons Charlene doesn't like school right now. She really enjoys the time with the kids on recess.*

Interventionist: *We need to come up with a different solution. Troy, is Charlene disruptive when she's at her desk?*

Teacher: *During work times she hums, sings, and talks to the other kids. I have her desk moved away from the other students, but it hasn't done much good because she gets up and bothers them.*

BEST COPY AVAILABLE

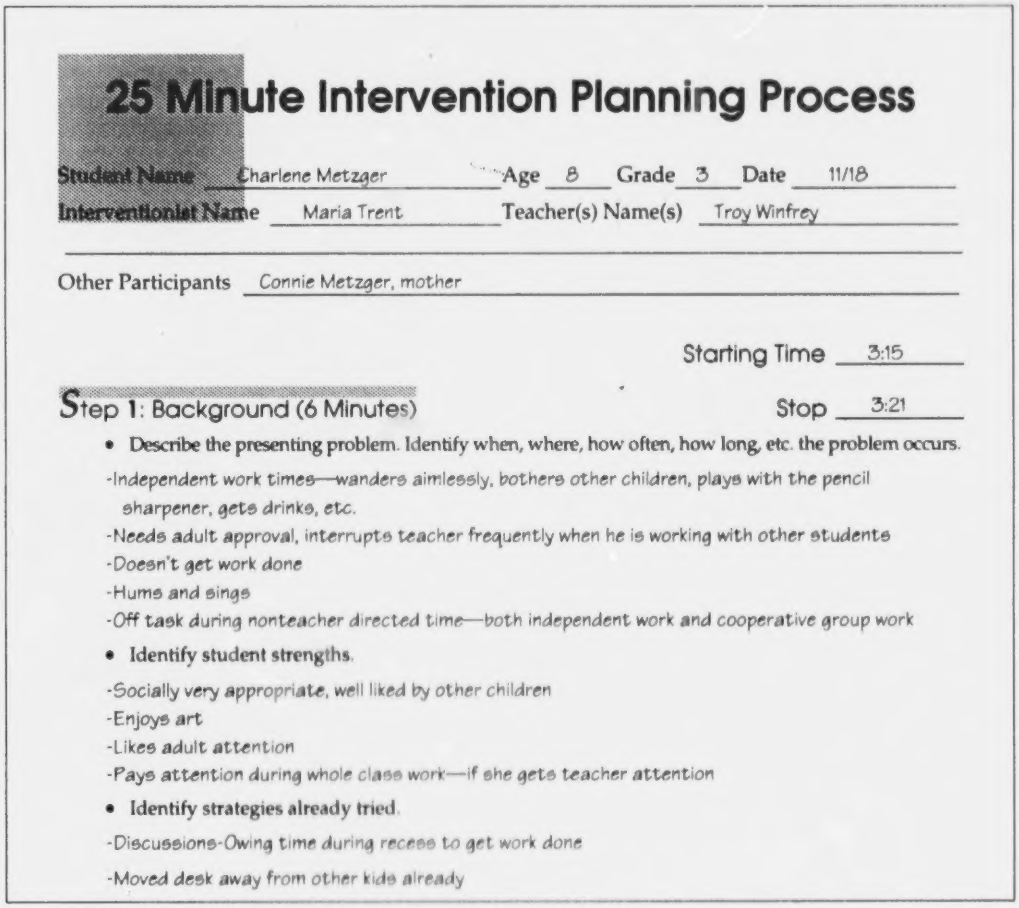
Interventionist: *How does she do in other settings—in the hallways, on the playground, during music?*

Teacher: *In P.E. she does just fine. Once in awhile, she's been a little loud in the hallways, but nothing out of line. The problem is really in the classroom.*

Interventionist: *Let's explore how she does during different activities . . . .*

Figure 4-5 shows the interventionist's notes for Step 1.

Figure 4-5



25 Minute Intervention Planning Process

Student Name Charlene Metzger Age 8 Grade 3 Date 11/18
Interventionist Name Maria Trent Teacher(s) Name(s) Troy Winfrey

Other Participants Connie Metzger, mother

Starting Time 3:15

Step 1: Background (6 Minutes) Stop 3:21

- **Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs.**

-Independent work times—wanders aimlessly, bothers other children, plays with the pencil sharpener, gets drinks, etc.
-Needs adult approval, interrupts teacher frequently when he is working with other students
-Doesn't get work done
-Hums and sings
-Off task during nonteacher directed time—both independent work and cooperative group work

- **Identify student strengths.**

-Socially very appropriate, well liked by other children
-Enjoys art
-Likes adult attention
-Pays attention during whole class work—if she gets teacher attention

- **Identify strategies already tried.**

-Discussions-Owing time during recess to get work done
-Moved desk away from other kids already

Completing Step 2: Problem and Goal

In Step 2, participants prioritize or narrow the scope of the problem and establish a positive goal. Narrowing the scope of the problem allows the planning participants to develop a focused plan with the greatest probability of success. Working on too many changes at once often results in frustration for both the teacher and student. To identify the priority problem, consider:

- Which behavioral change will help the student feel successful in the shortest period of time?

  The intervention plan should initially target a change that has a high probability of student success within the least amount of time. For example, if a student has problems with peer interactions, academic difficulties, and a weight problem, weight reduction would not be the first target for intervention. Though weight reduction would be a worthy long-range goal, intervention would be slowed down due to the need for medical consultation; success might be difficult to achieve; and results would not be seen for a long period of time. The student is likely to have a better chance of success if he works first on peer interactions and/or improving his academic skills. Once the student begins to experience the sense of satisfaction that accompanies success, helping the student with other problems becomes progressively easier. Success breeds success.

- Which behavioral change will help the teacher see improvements in the shortest period of time?

  The second major consideration in identifying intervention priorities is to address the problem that interferes with the teacher's teaching, or that interferes with other students' learning. The more a problem interferes with the smooth operation of the class, the sooner the problem should be addressed. If the plan is successful, both the student and teacher should feel a sense of satisfaction and accomplishment.

Once a focus has been determined, identify a positively stated goal. Though many intervention plans are designed to help a student overcome problems, a positively stated goal allows the student to take pride in his accomplishments. "Learning to respect the property of others" is a worthwhile goal. "Learning not to be destructive" is demeaning. "Learning to be trustworthy" can help a student develop a sense of self-worth; while "learning not to steal" may simply reinforce a student's sense that he is not to be trusted.

At the conclusion of Steps 1 and 2, the intervention planning members will have identified the focus on the intervention and established a positive goal statement.

Interventionist: *In this step we need to narrow the scope of the problems and decide what can be realistically accomplished. We don't want an intervention that overwhelms Charlene or that swamps Troy with extra work. We've already narrowed the scope by identifying that this is primarily an independent work problem. Don't you think?*

Teacher: *Yes. The more we talk, the more I think that is the biggest problem area.*

Interventionist: *Let me quickly review what we've got. Charlene wanders around the room, playing with things like the pencil sharpener and talking to others when she should be working. She hums and makes noises at her desk. The net result is that she doesn't get her work done. Troy, can you* *identify which behavior interferes the most with Charlene's success and makes it hard for you and the other students to get your work done?*

Teacher: *I guess there are two major problems. She causes problems when she wanders around, and she is very off task. Actually, I guess the biggest problem is wandering around. If she wasn't wandering around, maybe she'd be more on task; and if she were on task, she'd get her work done.*

Interventionist: *What about the humming and other noises she makes at her desk?*

Teacher: *They don't seem to bother the other students and I don't think it would bother me if I knew she was getting her work done.*

Interventionist: *If we made the focus of the intervention learning to stay in her assigned place, would that seem like a good starting place?*

Teacher: *Yes, but what if she still does not get her work done?*

Interventionist: *Maybe Charlene's goal could be to learn to manage her work time and space. The outcome would be getting her work done.*

Teacher: *Sounds good. Connie, what do you think?*

Parent: *I like that. We have the same problem at home when she does homework. She is all over the place and doesn't get it done.*

Interventionist: *Good. Time to move on. We were a few seconds long there. So, we'll try to make it up in the next step.*

Figure 4-6 shows the interventionist's notes for Step 2.

Figure 4-6

Step 2: Problem and Goal (2 Minutes) Stop 3:23

- Narrow the scope of the problem and identify a goal.

Goal: to learn how to manage her work space and time during independent work times.

Completing Step 3: Responsible Behavior and Irresponsible Behavior

In Step 3, participants identify responsible behavior that should be encouraged and irresponsible behavior that must be reduced or eliminated. Responsible behavior includes behavior that is currently in the student's repertoire as well as behavior that must be learned. When the student engages in responsible behavior, she will be demonstrating successful goal behavior.

For example, if a student is working on improving interactions with adults, responsible behavior might include saying hello in the morning, using a respectful tone of voice, nodding when the teacher addresses the student, and answering patiently if the teacher asks a question. If a student is working on managing her own in-class work, responsible behavior might include listening to directions, writing down the assignment, getting started right away, sharpening pencils before class, etc. Proactive intervention plans focus on teaching students responsible behavior. This step will help adults teach students the behavior they hope to see for goal achievement.

This step also specifies inappropriate or irresponsible behavior that should be reduced or eliminated as the student works toward goal achievement. For example, if a student is working on improving interactions with adults, irresponsible behavior might include giving the teacher a dirty look, answering the teacher in a sarcastic tone, or mimicking the teacher. If a student is working on managing her own in-class work, irresponsible behavior might include daydreaming while the teacher is giving directions, not writing down the assignment, fooling around in her desk rather than getting started on the work, etc. This step will help adults identify the behavior that should not be encouraged.

Interventionist: *Now we need to identify the things that we would like to see Charlene doing during independent work times and things we don't want to see her doing.*

Teacher: *That's pretty easy. She needs to stay on task.*

Interventionist *Let's use some examples to make sure it's clear. If Charlene were in her seat working quietly it would be responsible.*

Teacher: *Of course. That is exactly what I want her doing.*

Interventionist: *Great. I'll note that. Also, walking aimlessly about the room playing with things would be irresponsible.*

In this step, the borderline between responsible and irresponsible, or acceptable and unacceptable, behavior should be defined. For some problems this is very clear and little time is required. For other problems, the borderline between desired and undesired behavior is very hard to distinguish, making it difficult to teach students the expectations of a plan, and difficult for teachers to implement a plan. During this step, as many situations as possible should be explored to ensure that everyone fully understands what is acceptable and what is unacceptable. (See also Intervention P: *Borderlines and Consequences* for additional information on defining borderlines.)

Interventionist: *We know that we don't want Charlene to disturb the other kids while they are working. What if she has a question about her work?*

Teacher: *Well, I let the kids help each other. I don't mind if Charlene asks a neighbor a question, but I don't want her asking the kids questions unnecessarily. That's going to be hard to distinguish, isn't it?*

Interventionist *Maybe Charlene will need a different way to get help. I'm going to make a note under proactive strategies to suggest a question card strategy. For now, Charlene may not be able to make the fine distinction between when it's okay to go talk to another student and when it isn't okay.*

Let's do a little talking about out-of-seat behavior. What if her pencil lead breaks? Can she get out of her seat to sharpen it?

Teacher: *Yes, that would be fine unless she abuses the privilege.*

Interventionist: *Maybe we should clarify what that means.*

Teacher: *It would be irresponsible if she does it all the time, or if she bothers other students on her way to the sharpener. Or, it would be irresponsible if she used sharpening her pencil as an excuse to get out of her seat and wander around for a long time. This is another privilege with a lot of qualifiers.*

Interventionist: *You may be right. Especially by the time you add in other valid reasons for getting out of her seat, such as getting a drink or turning in her work or getting her materials.*

Teacher: *Maybe for Charlene, being out of her seat at all is inappropriate, but I hate to be unfair.*

Interventionist: *Perhaps when we look at ways to encourage appropriate behavior, we can think of ways that Charlene might earn back the privilege. We'll need a clear list of what she should be doing during independent work times and what she should not be doing. Connie, what are you thinking?*

Parent: *Charlene's always had a hard time sitting still. I'm not sure she can.*

Teacher: *I know Charlene can stay with a task. She does when I'm with her. But, I really don't care whether she is sitting down or not. I just want her to be on task and not bothering others.*

Interventionist: *We once defined the borderlines for another student who had a similar problem by defining his space with masking tape. We told him he could work in that area at his desk or on the floor, either sitting or standing. It didn't matter as long as he stayed in that space. We called it his office.*

Parent: *I could see Charlene doing that. Is it possible to do that for her?*

Teacher: *I like that.*

Interventionist: *Good. I'll write that down under responsible behavior.*

BEST COPY AVAILABLE

Figure 4-7 shows the interventionist's notes for Step 3.

Figure 4-7

Step 3: Responsible and Irresponsible Behavior (4 Minutes) Stop 3:27

- Provide examples of responsible behavior and/or student strengths to encourage.
- Provide examples of irresponsible behavior to discourage.

Responsible Behavior	Irresponsible Behavior
-Working quietly in her seat	-Walking aimlessly about the room playing with things
-Getting started on her work right away	-Distracting others by talking to them
-Continuing to work until her work is finished	-Getting up to sharpen her pencil, get a drink, etc.
-Reading her SSR book	-Out of seat talking to other students
-Working in her office space—standing on the floor or sitting on the floor or in her seat	

The examples of responsible and irresponsible behavior generated in Step 3 provide the adults with a clear and consistent definition of what constitutes appropriate and inappropriate behavior. This will help the teacher implement the plan consistently, and also provide a guide for teaching the student the specific expectations of the plan.

Completing Step 4: Consequences

Determine whether irresponsible or inappropriate behavior will be corrected with information, be ignored, or whether a consequence will be implemented:

- Use gentle verbal reprimands when a student doesn't know that a behavior is unacceptable or is unaware of when she engages in an inappropriate behavior.

  "Sheila, you are daydreaming. Please return to you work."

- Use ignoring when the student engages in irresponsible behavior to gain attention.

  The teacher and other students carry on as though the behavior did not occur.

- Use mild consequences when the student needs to break a bad habit, or needs to know that there are consistent consequences for irresponsible behavior.

  Mild consequences include time-out, time owed, parental contacts, delaying a response, filling out a "Behavior Improvement Form," or telling the teacher what he will do differently. (For more information on consequences, see Intervention P: *Borderlines and Consequences.*)

Consequences tend to be weak interventions for reducing chronic to severe misbehavior; though they can be effective when used in combination with the more proactive strategies of this plan. If consequences are part of this plan, consider the following guidelines:

- Consequences should never humiliate the student. Humiliation may effectively eliminate an irresponsible behavior; however, the resulting emotional harm and resentment clearly outweigh any benefit. All students must be treated with dignity and respect.

- Consequences should be natural or logical results of the misbehavior. The student should understand that certain actions lead to certain consequences. The consequence should help the student make more responsible choices in the future.
- Consequences should be implemented without anger. When consequences are implemented emotionally, a student does not have to accept responsibility for his behavior. The consequence now belongs to the teacher. "I got in trouble because the teacher was mad."
- Consequences should never be imposed if the student does not know how to engage in the appropriate behavior. (See Intervention J: *Teaching Desired Behaviors.*)

Effective intervention plans focus on proactive strategies. Consequences may "make" a student behave; however consequences do not encourage students to become responsible for their own behavior. Because intervention plans are designed to teach students to be more responsible, only two minutes is given to this step. The interventionist should conduct a quick brainstorming of possibilities and then have the referring teacher select consequences that can be implemented consistently.

Interventionist: *We have two minutes to decide the consequence that will be implemented whenever Charlene engages in the irresponsible behaviors we've listed. We aren't going to spend a lot of time here because we want to focus more on helping Charlene learn to work independently. Let's brainstorm some possibilities. I'll suggest a couple ideas. You could ignore Charlene's inappropriate behavior. You could use gentle reminders. You could have Charlene go to time-out.*

Teacher: *I could have her owe one minute off her recess.*

Interventionist *How about a point system? If she exhibits an irresponsible behavior she wouldn't earn a point for that time period.*

Teacher: *I could keep her after school.*

Interventionist: *You could send her to time-out in my room. Okay. From that list, what do you think would be the best option?*

Teacher: *I don't really think keeping her in from recess has worked, and if I ignore her that might be unfair to the rest of the kids.*

Interventionist: *Actually, we could teach the other students to ignore Charlene's inappropriate behavior too. They need to get their work done. What do you think?*

Teacher: *You know, Charlene really does like attention—withholding attention might be the best thing. I'd need some help teaching the other kids how to ignore.*

Interventionist: *I can do that. Connie, we won't be teaching the kids to ignore Charlene, but we will teach them to ignore her off task behavior during independent work times.*

Parent: *I understand. Will Charlene?*

Interventionist: *We can explain very carefully. Let's move on to Step 5.*

Figure 4-8 shows the interventionist's notes for Step 4.

Figure 4-8

Step 4: Consequences (2 Minutes) Stop 3:29

- Determine whether irresponsible or inappropriate behavior will be corrected, ignored, or whether a consequence will be implemented.

Ignore out-of-seat and off task behavior. (Other students will need to be taught.)

Completing Step 5: Proactive Strategies

Proactive strategies are the strength of any intervention plan. Proactive strategies encourage the student to engage in responsible behavior. Suggestions in this step may range from changing seats to diagnosing whether the student can do the work. Brainstorming may also include any of the sixteen interventions included in the booklets—self-control training, self-monitoring, goal setting, etc. This step should be free-flowing and encompass anything that might potentially support the student in her efforts to achieve the goal.

Interventionist: *Now we need to brainstorm any proactive strategies that might help Charlene. We've already talked about setting up a masking tape "office" to define limits but also to give Charlene a little freedom of movement. Feel free to suggest anything. This is brainstorming so we won't evaluate, just get as many ideas down as possible. Any other ideas?*

Teacher: *What about doing some goal setting?*

Interventionist *I'll write that down. I also wrote down a question card strategy. That's where we give Charlene a bright colored card. If she has a question, she puts the card up on her desk. While she waits, she continues on with her work.*

Teacher: *I like that. We might consider putting Charlene on a point system. I could give her a point for each half hour that she works in her office.*

Interventionist: *You could have her self-monitor. At the end of each half hour, you could ask her to evaluate her office work. We could set up a little record sheet for her. Or you could give her a special job when you notice her meeting the expectations.*

Teacher: *She is very good at art: I could let her help me with a bulletin board.*

Interventionist *Yes. It could be a reward.*

Teacher: *Or it could just be used as a way of communicating to Charlene that she is an important member of the class. I can see from this discussion that maybe Charlene just needs attention.*

Interventionist: *Let me also put down working on increasing positive interactions with adults. That means making sure that she gets three or four positive interactions to every correction.*

Teacher: *We could ask the playground assistants and the other staff members to give Charlene lots of attention whenever they see her. If she got lots of attention when she was being responsible, she wouldn't have to misbehave to be noticed.*

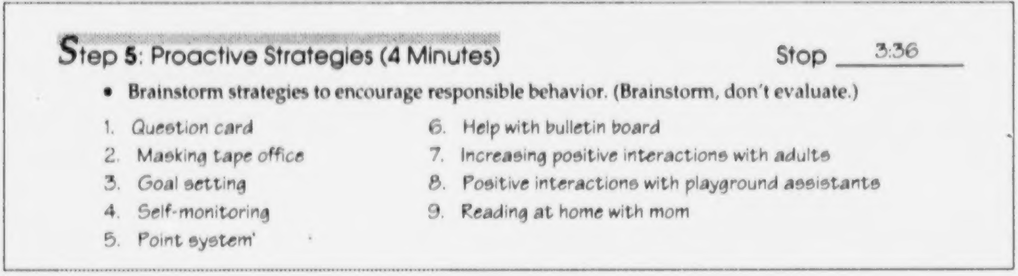
Connie: *I would be happy to do anything you wanted me to do at home, as long as it wasn't a punishment.*

Teacher: *That would be great. Maybe we could set up a home reading time. Charlene reads beautifully.*

Interventionist: *This is good. Our time is up, but there are a lot of good ideas here.*

Figure 4-9 shows the interventionist's notes for Step 5.

Figure 4-9



Step 5: Proactive Strategies (4 Minutes) Stop 3:36

- Brainstorm strategies to encourage responsible behavior. (Brainstorm, don't evaluate.)

1. Question card
2. Masking tape office
3. Goal setting
4. Self-monitoring
5. Point system'
6. Help with bulletin board
7. Increasing positive interactions with adults
8. Positive interactions with playground assistants
9. Reading at home with mom

Completing Step 6: The Proactive Plan

In this step, a manageable set of strategies is selected for actual implementation. In most cases the classroom teacher will carry out the plan; therefore, the interventionist will primarily offer clarification of procedures as needed and help the teacher develop a plan that participants can realistically implement.

Interventionist: *Let's look at what we have and then decide on strategies to implement.*

Teacher: *These are all such great ideas. I'd like to do them all.*

Interventionist: *It would be easy to take on too much.*

Teacher: *That's true, but a lot of these suggestions seem pretty easy. Connie, I'd like your input too. I like the masking tape office. What do you think?*

Parent: *Yes. I think Charlene would like that. Maria, when we are through, could you help me work out something for Charlene's homework?*

Interventionist: *Of course. Let's finish looking at the list and finalize the school plan. Then you and I can work on a homework plan.*

Teacher: *Connie, I'm really glad you came in. I think we can help make this a better year for Charlene. Let's see. We've got the masking tape office. I'd rather not get into a point system.*

Interventionist: *Let's eliminate all the things you don't want to do and maybe one or two of the more time-consuming strategies. Most of this will require time up front, but then will become fairly routine.*

Teacher: *Okay. How about crossing off goal setting for now. But what do you think about a self-monitoring system?*

Interventionist: *We could set up an assignment sheet for her to monitor her "office" work and work completion. I have a booklet on self-monitoring that will help us.*

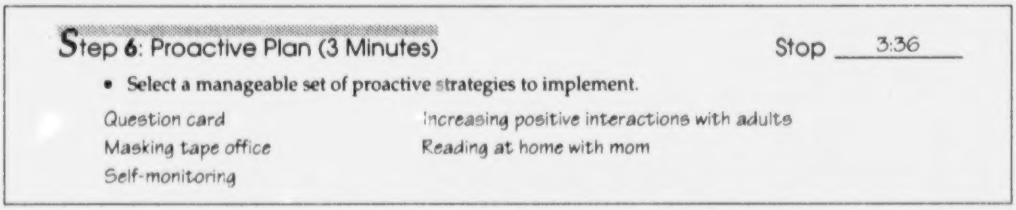
Teacher: *We can also work on positive interactions. Connie, would you have five or ten minutes to read with Charlene before bedtime?*

Connie: *Yes, she still asks me to read, so I know she would like that.*

Teacher: *Oh, and I'd like to do the question card strategy. That wouldn't be hard to do.*

Figure 4-10 shows the interventionist's notes for Step 6.

Figure 4-10



Step 6: Proactive Plan (3 Minutes) Stop 3:36

- **Select a manageable set of proactive strategies to implement.**

Question card
Masking tape office
Self-monitoring
Increasing positive interactions with adults
Reading at home with mom

NOTE: The interventionist should keep a completed copy of the "25 Minute Intervention Planning Process" form so that all the suggestions—whether used in the final plan or not—will be available for future use.

Completing Step 7: Final Details

In this step, the final details are laid out so that the plan can be implemented successfully. This includes deciding how to evaluate the effectiveness of the intervention, identifying ways other adults can assist, and summarizing each person's responsibilities.

Identify at least two ways to determine if the plan is working.

a. Evaluation: Identify at least two ways to determine if the plan is working.

Select two easy-to-implement procedures that will provide clear indications of whether the intervention is helping the student. Having two separate evaluation procedures tends to validate the results. One procedure can be as simple as the teacher's perceptions. Other procedures might include counting a behavior, self-monitoring forms, the student's perceptions, a series of observations from the interventionist, discipline referrals, truancy records, or the teacher's grade book, records, and rating forms.

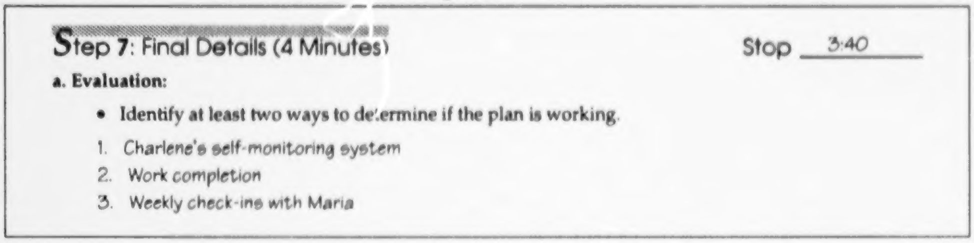
Interventionist: *In this step we need to identify a couple of ways to determine whether the plan is working. Let me suggest some ideas. One possibility would be to monitor the time Charlene spends out of her office. You could start a stop watch when she leaves her office, and then stop it when she returns to her space. The next time she leaves, you start the watch again. At the end of the day you would have the total number of minutes that she spent out of her office. We could make up a simple chart to record each day, and then we could easily see if she is getting better, worse, or staying the same. Another evaluation procedure would be to see how you are feeling about things. Is it working? Is it feasible to maintain, or is it wearing down your patience? We could just talk about this once a week. A third possibility would be to monitor her work completion, and a fourth would be to monitor Charlene's self-monitoring system.*

Teacher: *I doubt I'd remember to start and stop a stop watch, so i'd prefer not to do that one. But, Charlene will have the self-monitoring system, and of course I will be monitoring work completion. I think I'd also like to debrief with you in a week.*

Interventionist *Good. That's all we need.*

Figure 4-11 shows the interventionist's notes for Step 7, part a.

Figure 4-11



Step 7: Final Details (4 Minutes) Stop 3:40

a. Evaluation:

- Identify at least two ways to determine if the plan is working.

1. *Charlene's self-monitoring system*
2. *Work completion*
3. *Weekly check-ins with Maria*

b. Support: Identify things other adults can do to assist the student and teacher. (Be specific—who, what, where, when.)

This step is included to encourage collegial support and to provide the student with as much adult support as possible. Following are some types of suggestions that might be made:

- Having the student read to younger students in another classroom.
- Providing a quiet place for the student to work.
- Offering to check in with the referring staff member before a planning group meets again.
- Sharing a point chart made for another student.
- Offering to help with a parent conference.
- Offering to help with a student conference.
- Offering to cover a class while the teacher conferences with the student.
- Offering to use the student as an assistant.

For each suggestion made, the referring teacher should indicate whether it would be helpful. If so, it can be included as part of the plan.

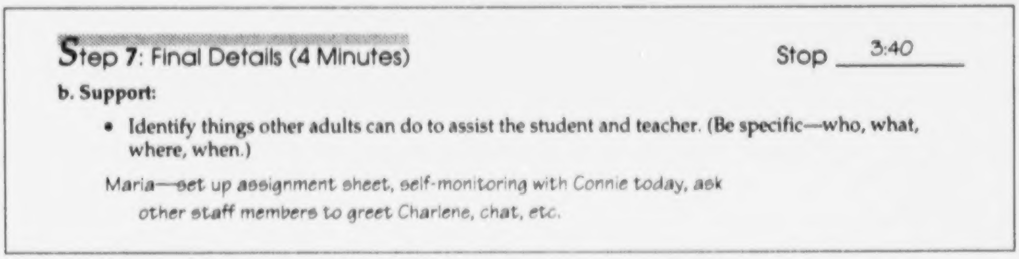
Interventionist: *If you'd like, I can review the self-monitoring booklet and propose a system.*

Teacher: *That would be great.*

Interventionist: *Maybe Connie and I could come up with an assignment sheet to use for homework as well. I'll also make it a point to notice Charlene, and I can ask the playground assistants, office staff, and some of the other primary teachers to do the same. That won't be hard. She's so likable.*

Figure 4-12 shows the interventionist's notes for Step 7, part b.

Figure 4-12



Step 7: Final Details (4 Minutes) Stop 3:40

b. Support:

- Identify things other adults can do to assist the student and teacher. (Be specific—who, what, where, when.)

Maria—set up assignment sheet, self-monitoring with Connie today, ask other staff members to greet Charlene, chat, etc.

c. **Plan Summary:**

- Identify each person's responsibilities and when actions will be taken;
- Identify who will discuss the plan with the student and when; and
- Schedule follow-up.

Participants in planning meetings often get carried away as they develop proactive plans for students. Enthusiasm runs high, only to find that within a few days nothing has happened. Implementation is the hard step, so it is imperative that everyone is clear about their duties and responsibilities for implementing the plan.

Interventionist: *I think we have a wonderful plan. We have three minutes left to wrap it up, so I want to be sure we are all very clear about what we will be doing and when. Charlene's goal will be to learn to manage her work space and time. To help her reach her goal, I'll need to teach the other students how to ignore Charlene's behavior when she is off task. Troy, would Tuesday at 9:00 work?*

Teacher: *Yes.*

Parent: *Is Charlene going to feel okay about this?*

Interventionist: *We will need to discuss it with Charlene ahead of time. She is a bright girl and we can explain that we all have things to work on. We will let the other kids know we are doing this because Charlene is part of our classroom family. Then we need to be extra supportive of Charlene.*

Parent: *I can see how this will help her. I guess I just get worried.*

Teacher: *I understand. I'll do all I can to help everyone understand that this is part of our class effort to support and help each other.*

Interventionist: *Good. Let's set a date to talk this through with Charlene. Troy, how would it be if you, Charlene, and I met for lunch on Monday? That way I can fill you both in on the self-monitoring system. We need to watch your lunch time though.*

Teacher: *That's okay. I eat with kids on special occasions all through the year. Charlene and I can set up her office when we're through.*

Interventionist: *Sounds great!*

Teacher: *I think it will be fun. I'll figure out another special time to spend with her, maybe the following Monday. That would get two weeks off to a nice start.*

Interventionist: *Good. Let's return a minute to the office set-up. Troy, can you show Charlene all the ways she could work appropriately within her office and teach her to use the question card? Maybe do some role playing—you pretend to be her and Charlene can let you know when you are working hard. You can also role play how to use the self-monitoring system we come up with.*

Teacher: *Yes, we can do some role playing after lunch on Monday.*

Interventionist: *Good. Connie, you and I will work out the self-monitoring system after Troy leaves. Troy, I will make it a point to check in with you about this at staff meetings. I'll keep records so we can watch how things are going. Let's see, we also want to focus on positive interactions when Charlene is working appropriately in her office. Troy, that means trying to be conscious of when she is being responsible for herself.*

Teacher: *I may have to tie a string around my finger, but I'll make it a point to watch out for Charlene.*

Interventionist: *One way is to keep ten popsicle sticks in a box—every time you interact positively with Charlene, take one stick out. The box is your reminder. Or, just make it a point to notice Charlene between every transition. When you finish a student conference, you can monitor her. When you finish working with a small group, you can monitor.*

Teacher: *I actually think the popsicle stick thing might work. Let me think that one over. You know, we didn't decide what to do if Charlene doesn't get her work done. I don't like keeping her in for recess.*

Interventionist: *Let's try this for two weeks and see if work completion increases without consequences. We can tell Charlene during the conference that we want to help her monitor her own work, and let her enjoy the time at recess with her friends.*

Teacher: *I like that. It gives her some nice confidence building to begin with.*

Interventionist: *Good. I think that does it. Oops, Connie you also wanted to do home reading.* (Connie nods.) *Now, one last detail. When shall we have our first follow-up conference?*

EST COPY AVAILABLE

Schedule a time for a follow-up meeting before ending the planning session. If possible, the interventionist should check in with the referring teacher within a day or two of implementation. During the implementation phase, plans frequently need adjustment and fine tuning. Occasionally, teachers need assistance implementing unfamiliar procedures. Once the plan is running smoothly, follow-up can be scheduled less frequently.

Interventionist: *Troy and Connie, do you have time to arrange a follow-up? I'd like to set a date for two weeks. We can always cancel if the time isn't needed.*

Parent: *I'd like that.*

Interventionist *How about a follow-up meeting for Dec. 9 at 3:00. Is that okay?* (Connie and Troy both give their assent.) *I'm very pleased with this plan. There is a lot to it, but it's supportive and once it's set up it'll be manageable. I'll summarize everything in writing and get you each a copy within the next day or two.*

Figure 4-13 shows the interventionist's notes for Step 7, part c.

Figure 4-13

Step 7: Final Details (4 Minutes) Stop 3:40

c. Plan Summary:

- Identify each person's responsibilities and when actions will be taken;
- Identify who will discuss the plan with the student and when; and
- Schedule follow-up.

Who	Responsibilities	Date(s)
Maria	Teach kids to ignore	Tuesday, Nov. 21, 9:00 A.M.
Troy, Charlene	Set up office	Monday, Nov. 20, after lunch
Troy	Teach Charlene how to work in office and use question card	Monday, Nov. 20, after lunch
Troy	Meet with Charlene	Monday, Nov. 27
Maria, Connie	Self-monitoring system	Today
Troy, Maria	Staff meeting check-ins	Each Wednesday
Troy	Positive interactions	Approx. ten times each day
Maria and other staff	Positive interactions	Each day
Connie	Bedtime reading	Every week night

Discussion With the Student:

Who Troy and Maria Date Monday, Nov. 20 Time 12:00 P.M.

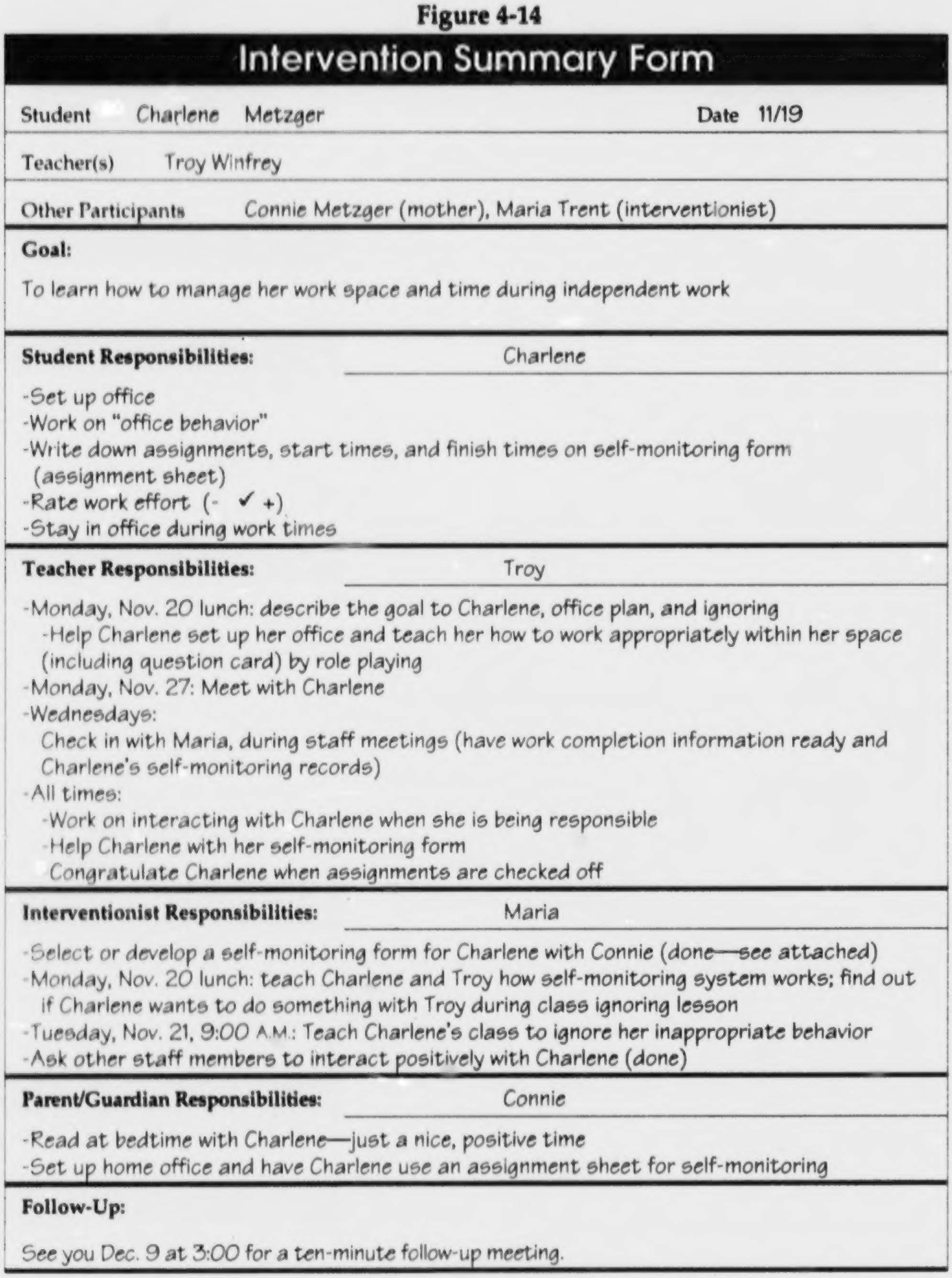
Follow-Up Meeting:

Who Troy, Maria, and Connie Date Dec. 9 Time 3:00 P.M.

Completing the Plan

To complete the process, the interventionist should give each participant a summary of the plan (see Figure 4-14) outlining all responsibilities and timelines in writing. Good intentions and the best laid plans can easily become lost in the normal demands of daily activities.

Figure 4-14



Intervention Summary Form

Student Charlene Metzger **Date** 11/19

Teacher(s) Troy Winfrey

Other Participants Connie Metzger (mother), Maria Trent (interventionist)

Goal:

To learn how to manage her work space and time during independent work

Student Responsibilities: Charlene

-Set up office
-Work on "office behavior"
-Write down assignments, start times, and finish times on self-monitoring form (assignment sheet)
-Rate work effort (- ✓ +)
-Stay in office during work times

Teacher Responsibilities: Troy

-Monday, Nov. 20 lunch: describe the goal to Charlene, office plan, and ignoring
  -Help Charlene set up her office and teach her how to work appropriately within her space (including question card) by role playing
-Monday, Nov. 27: Meet with Charlene
-Wednesdays:
  Check in with Maria, during staff meetings (have work completion information ready and Charlene's self-monitoring records)
-All times:
  -Work on interacting with Charlene when she is being responsible
  -Help Charlene with her self-monitoring form
  Congratulate Charlene when assignments are checked off

Interventionist Responsibilities: Maria

-Select or develop a self-monitoring form for Charlene with Connie (done—see attached)
-Monday, Nov. 20 lunch: teach Charlene and Troy how self-monitoring system works; find out if Charlene wants to do something with Troy during class ignoring lesson
-Tuesday, Nov. 21, 9:00 A.M.: Teach Charlene's class to ignore her inappropriate behavior
-Ask other staff members to interact positively with Charlene (done)

Parent/Guardian Responsibilities: Connie

-Read at bedtime with Charlene—just a nice, positive time
-Set up home office and have Charlene use an assignment sheet for self-monitoring

Follow-Up:

See you Dec. 9 at 3:00 for a ten-minute follow-up meeting.

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Providing Follow-up

The first follow-up consists of a quick, informal check-in on the first or second day of implementation. This brief check-in allows the teacher and interventionist to make any immediate modifications that might be needed. A follow-up conference should then be scheduled for about a week later, and additional follow-up conferences would be planned during the first conference.

During the follow-up conferences, participants evaluate student progress and make modifications to the plan if needed:

- Redesign the intervention if the student is making no progress or getting worse.

  If the student shows no progress, the plan may need to be redesigned. However, prior to abandoning a plan, there should be two independent means of verifying that the plan is not working. If a student has been making good progress, but "blows it" one day, a teacher may feel that the student hasn't made any progress at all. Evaluation information and the support of the interventionist can help the teacher and student stay on course.

- Modify the intervention to provide more support and structure if student progress is very slow or has come to a halt.

  Because intervention planning involves trial and error, it may become apparent that the student needs more assistance.

- Maintain the intervention if the student is making good progress.

  If the student is making steady progress toward a goal, the plan should be maintained until the student demonstrates continuous success in achieving the goal.

- Fade the intervention if there is a high probability that the student can maintain success.

  Fading is accomplished by gradually providing less structure and support. Some interventions are automatically faded as the student becomes successful.

Interventionist: *I'm anxious to see how Charlene is doing.*

Teacher: *I brought her self-monitoring chart and also my record of work completion.*

Interventionist *How are things going?*

Teacher: *I think that things are going really well. Charlene has done a nice job of completing her self-monitoring chart. She is very, very honest in her self-assessment. A few times I even thought she was a little hard on herself. As you can see, she does better in the morning than in the afternoon* (see Figure 4-15).

Figure 4-15

Charlene's Work Log

Date 11/28

Assignment	A.M., P.M., or Homework	Work Finished	Effort Evaluation
Reading	A.M.	yes	- [✓ ✓] +
Journal	A.M.	yes	- ✓ [✓ +]
Math	A.M.	yes	- ✓ [✓ +]
Social Studies	P.M.	no	[✓ -] ✓ +
Math	Homework	yes	- [✓ ✓] +
			- ✓ +

Key:
- got distracted and didn't finish work
✓ got distracted, but got to work
+ kept working from start to finish

Interventionist: *How is her work completion overall?*

Teacher: *Given that she hardly got anything in at all before this, I would say that she has come a long way. She got all of her morning work in for the week. Afternoon is still a problem—depending on what we're doing.*

Interventionist *Should we adjust the plan a bit for the afternoon?*

Teacher: *Let's wait one more week. This has been quite an adjustment. Let me just talk with Charlene.*

Interventionist: *I think that's a good idea. You could even do a little goal setting.*

Teacher: *That's a good idea. Do you have forms I could look at?*

Interventionist: *Sure. I'll loan you my goal setting booklet. Let me know if you'd like assistance.*

Teacher: *I will. I'm pleased with Charlene's progress and would like to keep working on this.*

Follow-up not only provides an opportunity to evaluate student progress and to make modifications as needed, but it also provides all participants in the plan with continued support. Intervention is often successful if a focus on goals can be maintained, and is often only temporarily successful if abruptly forgotten. Even after the intervention has been faded, the interventionist should periodically check to see that all is continuing on course.

Interventionist: *It's been a week since we took Charlene completely off the self-monitoring chart. How's it going?*

Teacher: *Pretty good. I think she kind of misses the chart though.*

BEST COPY AVAILABLE

Interventionist *You know, there isn't anything wrong with her keeping it.*

Teacher: *Maybe I'll tell her it's optional, that she can use it if she wants. I have another student on the system now and I think Charlene may be a little jealous.*

Interventionist: *I think it would be a great idea for Charlene to have the option of using her self-monitoring chart. I'd also like to take her for an ice cream cone as a reward for all of her progress. Do you think I could take her to the cafeteria for about ten minutes this afternoon?*

Teacher: *I'm sure she'd love that.*

Interventionist: *I just want to remind Charlene how proud we are of her. Is she still using the masking tape office?*

Teacher: *Oh, yes. I think that she still needs that little prompt, but I've told her that since she's kind of her own manager now that she can leave her office to get one drink of water in the morning.*

(See the booklets Intervention I: *Goal Setting and Contracting*, Intervention K: *Self-Monitoring*, Intervention L: *Structured Reinforcement Systems*, Intervention O: *Increasing Positive Interactions*, and Intervention P: *Borderlines and Consequences* for more information on the strategies referenced in this scenario.)

Conclusion

When a problem is mild to moderate, a structured agenda with time limits can result in an effective intervention plan. Though the time limits restrict an in-depth exploration of the problem, they do allow busy professionals to develop reasonably sound interventions. School staff cannot spend hours developing plans for every student with problems. The 25 minute process provides the option of developing plans before a student is in crisis and requires in-depth planning.

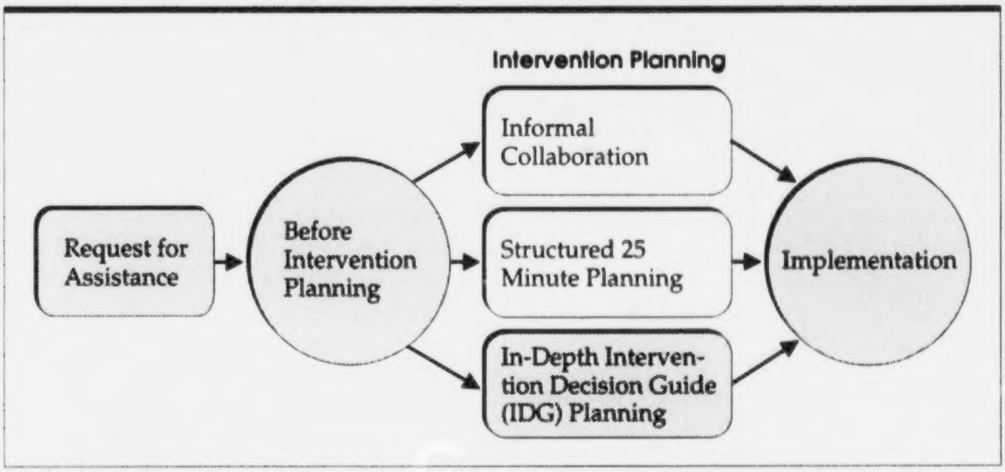
CHAPTER

5

The In-Depth Intervention Decision Guide (IDG) Process

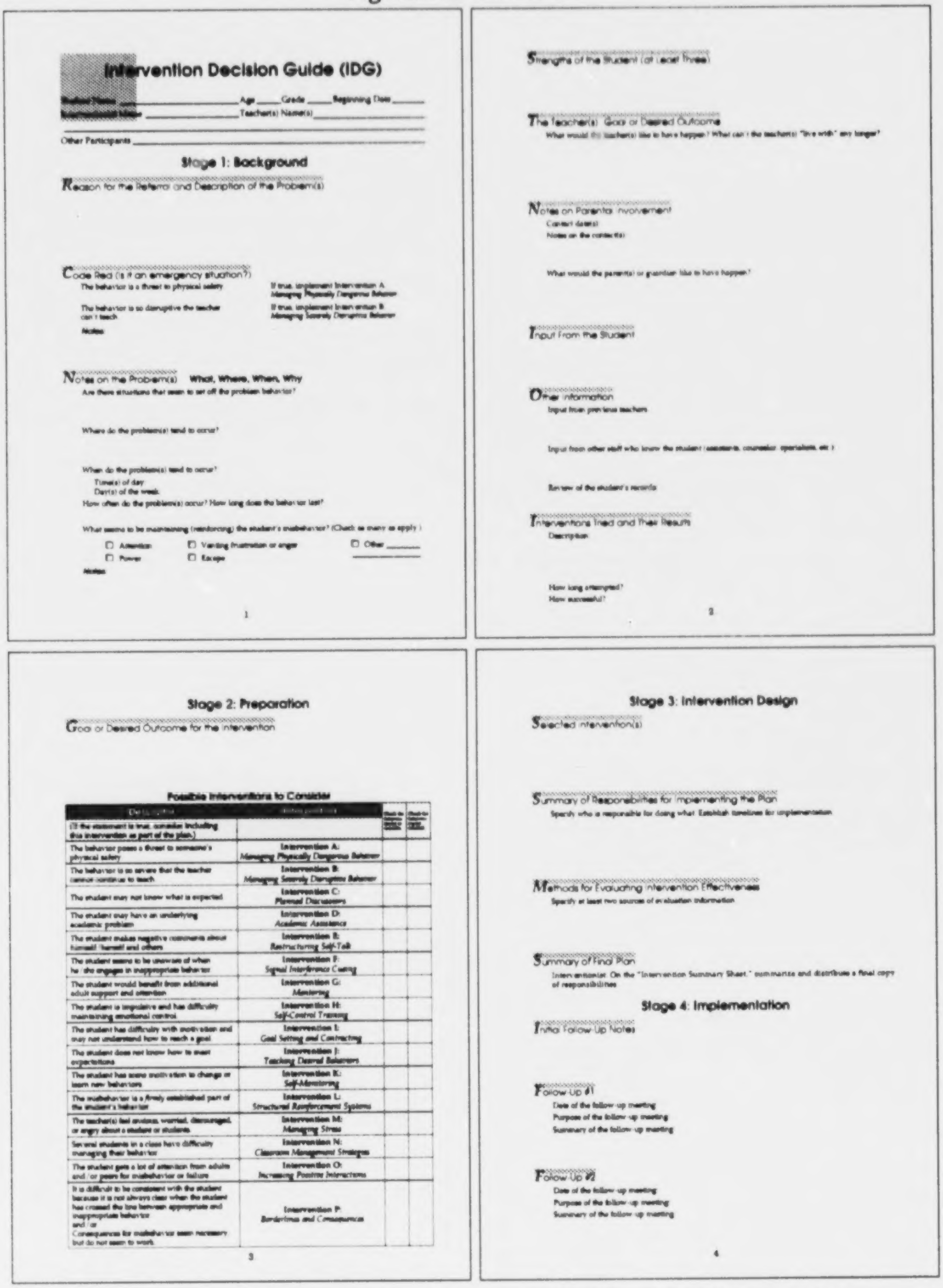
THE INTERVENTION DECISION Guide (IDG) process is the most detailed planning format discussed in this program (see Figure 5-1). The IDG process is recommended when a problem is moderate to severe, and complex enough to require detailed and systematic planning. Collaborative groups may wish to begin planning with the "IDG" form, or use this process if informal collaboration or the 25 minute planning process have not resulted in improvements.

Figure 5-1: The Intervention Process


Intervention Planning
Request for Assistance
Before Intervention Planning
Informal Collaboration
Structured 25 Minute Planning
In-Depth Intervention Decision Guide (IDG) Planning
Implementation

The "Intervention Decision Guide" form ("IDG") involves a four-stage process to develop intervention plans for at-risk students. The four stages of the process are: Background, Preparation (for intervention planning), Intervention Design, and Implementation. Figure 5-2 shows the four-page layout of the "IDG." (Larger illustrations of all the sections of this form will be provided throughout this chapter.)

Figure 5-2 The "IDG"



Intervention Decision Guide (IDG)

Student Name ______________ Age ____ Grade ____ Beginning Date ______
Interventionist Name ______________ Teacher(s) Name(s) ______________
____
Other Participants ______________________________

Stage 1: Background

Reason for the Referral and Description of the Problem(s)

Code Red (Is it an emergency situation?)

The behavior is a threat to physical safety	If true, implement Intervention A *Managing Physically Dangerous Behavior*
The behavior is so disruptive the teacher can't teach	If true, implement Intervention B *Managing Severely Disruptive Behavior*

Notes

Notes on the Problem(s) **What, Where, When, Why**

Are there situations that seem to set off the problem behavior?

Where do the problem(s) tend to occur?

When do the problem(s) tend to occur?
Time(s) of day
Day(s) of the week
How often do the problem(s) occur? How long does the behavior last?

What seems to be maintaining (reinforcing) the student's misbehavior? (Check as many as apply.)

☐ Attention
☐ Power
☐ Venting frustration or anger
☐ Escape
☐ Other ______
____

Notes

1

Strengths of the Student (at Least Three)

The Teacher(s)' Goal or Desired Outcome
What would the teacher(s) like to have happen? What can't the teacher(s) "live with" any longer?

Notes on Parental Involvement
Contact date(s)
Notes on the contact(s)

What would the parent(s) or guardian like to have happen?

Input From the Student

Other Information
Input from previous teachers

Input from other staff who know the student (assistants, counselor, specialists, etc.)

Review of the student's records

Interventions Tried and Their Results
Description

How long attempted?
How successful?

2

Stage 2: Preparation

Goal or Desired Outcome for the Intervention

Possible Interventions to Consider

Description	[illegible]	[illegible]	[illegible]
(If the statement is true, consider including this intervention as part of the plan.)			
The behavior poses a threat to someone's physical safety	**Intervention A:** *Managing Physically Dangerous Behavior*		
The behavior is so severe that the teacher cannot continue to teach	**Intervention B:** *Managing Severely Disruptive Behavior*		
The student may not know what is expected	**Intervention C:** *Planned Discussions*		
The student may have an underlying academic problem	**Intervention D:** *Academic Assistance*		
The student makes negative comments about himself/herself and others	**Intervention E:** *Restructuring Self-Talk*		
The student seems to be unaware of when he/she engages in inappropriate behavior	**Intervention F:** *Signal Interference Cueing*		
The student would benefit from additional adult support and attention	**Intervention G:** *Mentoring*		
The student is impulsive and has difficulty maintaining emotional control	**Intervention H:** *Self-Control Training*		
The student has difficulty with motivation and may not understand how to reach a goal	**Intervention I:** *Goal Setting and Contracting*		
The student does not know how to meet expectations	**Intervention J:** *Teaching Desired Behaviors*		
The student has some motivation to change or learn new behaviors	**Intervention K:** *Self-Monitoring*		
The misbehavior is a *firmly* established part of the student's behavior	**Intervention L:** *Structured Reinforcement Systems*		
The teacher(s) feel anxious, worried, discouraged, or angry about a student or students	**Intervention M:** *Managing Stress*		
Several students in a class have difficulty managing their behavior	**Intervention N:** *Classroom Management Strategies*		
The student gets a lot of attention from adults and/or peers for misbehavior or failure	**Intervention O:** *Increasing Positive Interactions*		
It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior and/or Consequences for misbehavior seem necessary but do not seem to work	**Intervention P:** *Borderlines and Consequences*		

3

Stage 3: Intervention Design

Selected Intervention(s)

Summary of Responsibilities for Implementing the Plan
Specify who is responsible for doing what. Establish timelines for implementation.

Methods for Evaluating Intervention Effectiveness
Specify at least two sources of evaluation information.

Summary of Final Plan
Interventionist: On the "Intervention Summary Sheet," summarize and distribute a final copy of responsibilities.

Stage 4: Implementation

Initial Follow-Up Notes

Follow-Up #1
Date of the follow-up meeting
Purpose of the follow-up meeting
Summary of the follow-up meeting

Follow-Up #2
Date of the follow-up meeting
Purpose of the follow-up meeting
Summary of the follow-up meeting

4

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

BEST COPY AVAILABLE

Completing Preliminary Steps

Before intervention planning begins, the interventionist and referring teacher complete preliminary steps, as outlined in Chapter 2.

Interventionist: *Marge, I got your note about Travis. Do you have five minutes to talk?*

Teacher: *Sure. I knew that Travis might be a handful, but was hoping we could work things out. Unfortunately, his behavior is deteriorating.*

Interventionist *I'm glad you got in touch. I suspect we'll want to do some long-range planning, but for now can you summarize the major problem?*

Teacher: *He's accelerating the attention-getting stuff. He's obnoxious—socially inappropriate with the other kids.*

Interventionist: *Does he do anything that's dangerous to anyone?*

Teacher: *You mean fighting or anything? No. He's just a pest, always doing things to be noticed.*

Interventionist: *Have you talked with Travis' mom?*

Teacher: *I suppose she doesn't know what's happening. I called early in the year to let her know I was glad to have Travis in class. I was hoping that if we got off to a positive start things would be okay. Wrong!*

Interventionist: *What does Travis say?*

Teacher: *I've had him stay in at recess because it's the only time we can talk. He says stuff like, "Mom says I'm a rotten kid."*

Interventionist: *Would you mind if I scheduled an observation? Then I'd like to help you develop an intervention plan.*

Teacher: *Good. I was hoping that a lot of positive interactions would work, but it isn't enough.*

Interventionist: *I've worked with Travis' family before. His mother is hard to reach because she works two jobs. I'd like to get her involved, but she may not be able to come in. However, we'll need her permission. Do you want to call her?*

Teacher: *Yes. I'll try this evening. I'm feeling kind of guilty about not having talked with her sooner.*

Interventionist: *We have a Teacher Assistance Team meeting scheduled for next week, but the docket is full and I think we may need to do more in-depth planning for Travis immediately.*

BEST COPY AVAILABLE

Teacher: *I agree.*

Interventionist: *Let's meet during your music class. Should we see if Arnie (the principal) can sit in? Travis used to spend a lot of time in the office. But you know how Arnie is; they have a pretty good relationship.*

Teacher: *I haven't sent Travis to the office because I like to work things out in the classroom, but you're right. Arnie would be very helpful.*

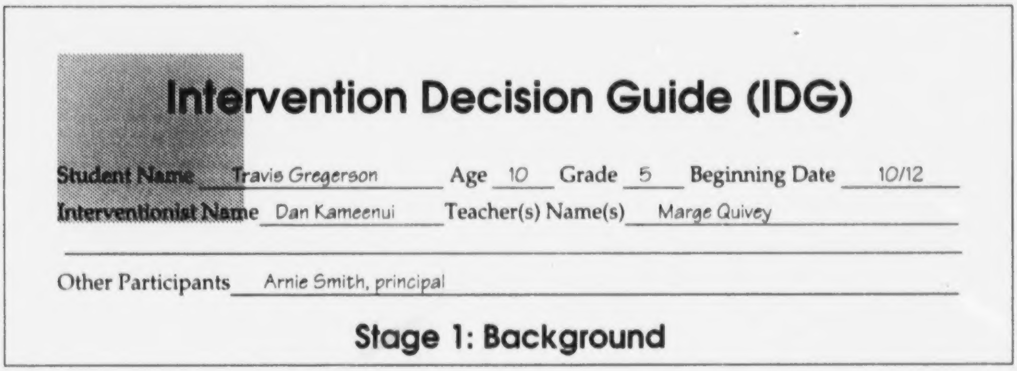
Interventionist: *I'll also invite Kara to the meeting. Travis gave her a rough time last year, but they ended the year very positively. She may be able to give us some insight.*

Teacher: *Do you think we can get someone to cover her class?*

Interventionist: *I'll see. If not, I'll talk with her beforehand.*

Once the meeting is scheduled, the interventionist fills out the top of the "IDG" form as shown in Figure 5-3.

Figure 5-3



Intervention Decision Guide (IDG)

Student Name Travis Gregerson Age 10 Grade 5 Beginning Date 10/12
Interventionist Name Dan Kameenui Teacher(s) Name(s) Marge Quivey

Other Participants Arnie Smith, principal

Stage 1: Background

Beginning the Planning Meeting

The interventionist (or referring teacher) should convene the meeting by welcoming each participant and establishing an atmosphere of support and advocacy for the student. One person should be designated as the recorder and the notes taken should be saved for later reference. (Usually, the recorder is the interventionist.)

Completing Stage 1: Background

In Stage 1, the interventionist and other intervention planning participants gather background information that might be relevant to the problem. Because the "IDG" provides structure but no time limits, the interventionist must skillfully guide the process—not spending so much time that the meeting drags on, but enough to obtain the needed information. The more information that the participants have, the greater the likelihood that they can develop an intervention plan that is responsive to the needs of the student.

Reason for the Referral and Description of the Problem(s)

Once a positive atmosphere has been established, the interventionist begins the process by noting the nature of the referral (e.g., the student's classroom teacher has requested assistance, the student has academic difficulties or failing grades, the student has had a certain number of office referrals, or the student's parents have requested assistance).

Generally, the referring teacher summarizes the problem and elaborates on the types of behavior that interfere with student success.

Interventionist: *Marge, go ahead and describe the problems you are having with Travis.*

Teacher: *Travis seems to be the kind of kid who needs attention—constantly. He blurts out comments in class and calls the other kids names. I don't think it's really malicious. He just wants attention and goes about getting it in all the wrong ways.*

Within a few minutes the interventionist has taken notes as shown in Figure 5-4.

Figure 5-4

Stage 1: Background

Reason for the Referral and Description of the Problem(s)

Ms. Quivey has requested assistance.

Travis has problems with excessive "attention-seeking" behavior:

- Blurts out comments in class.
- Calls other students names.
- Always has something to say, tattles, asks unnecessary questions, comments on everything.
- Teases other students inappropriately, harasses them by pushing their things off desks. He often pokes others, pushes, yanks on hair, grabs . . . .

Code Red (Is it an emergency situation?)

Following the "IDG" form, the participants next identify whether the problem presents a crisis.

The behavior is a threat to physical safety.

If the behavior is a threat to anyone's physical safety, the planning participants should proceed immediately to Intervention A: *Managing Physically Dangerous Behavior*. This Intervention discusses physical safety issues, contacting parents/guardians, record-keeping, considering special education referral, and teaching students to manage their own behavior. (If preliminary steps have been taken prior to intervention planning, the question of physical safety may have already been addressed.) Once *Managing Physically Dangerous Behavior* has been implemented, the participants can return to the "IDG" to address the causes of the problem and establish a long-range plan.

The behavior is so disruptive the teacher can't teach.

If the behavior is so severe that the teacher cannot be expected to teach while it is occurring, the planning participants should proceed immediately to Intervention B: *Managing Severely Disruptive Behavior*. This intervention assists a teacher in developing an immediate plan for dealing with highly disruptive behavior. With this intervention, the student's parent(s) (or guardian) are contacted and temporary procedures are designed to focus on appropriate behavior while providing consistent consequences for minor to severe misbehavior. Once these temporary procedures have been set up, the planning participants can return to the "IDG" for more in-depth planning.

Whether the behavior is "severely disruptive" or just a "major annoyance" is a judgment call depending largely on the classroom teacher's skills and tolerance levels. Because *Managing Severely Disruptive Behavior* may include the student's removal from the classroom, independent confirmation of the student's disruptive behavior is recommended. The nature of the confirmation may be direct observation by the interventionist or administrator, the fact that parents of other students have complained, or reports of disruptive behavior in other settings.

Interventionist: *Marge, you mentioned earlier that Travis wasn't exhibiting any physically dangerous behavior, and there is no history of anything that would cause us to be alarmed.*

Teacher: *Right. I also don't see the behavior as being so disruptive that I can't teach.*

Principal: *I'm glad to hear that. Travis was so disruptive last year that he was removed from the classroom several times. I should stop by and let him know that I've noticed his progress this year.*

Teacher: *It's also good for me to know that Travis has made improvements. I'm sure he would love to see you.*

Notes on the Problem(s) What, Where, When, Why

This is the appropriate place on the form to comprehensively summarize the problem behavior. What does the student do? Where do the problems occur? How often do the problems occur and how often do they last? The information may come from the student's classroom teacher, but efforts should be made to include input from observations and from anyone else who may have contact with the student—playground assistants, the principal, the counselor, and so on. (The interventionist may need to interview staff members who are not a part of the intervention planning group.)

Are there situations that seem to set off the problem behavior?

Situations that seem to trigger the problem behavior should be identified. If a student fights with peers, what sort of interactions tend to precipitate a fight? If a student is overtly defiant of teacher authority, what events usually occur prior to insubordinate acts? When specific triggers can be identified, the intervention will focus on teaching the student to manage his or her behavior under those conditions, or to avoid situations that result in problems.

Where do the problem(s) tend to occur?

Do problems occur only in the classroom? Does the student have difficulty in the hallways, in special settings like the library and music room, on the playground, or in the cafeteria? Do the student's parents report similar problems at home? When problems are pervasive across all settings, the behavior may be firmly ingrained in the student's repertoire. On the other hand, if the problem only occurs in one or two settings, there may be something specific about the setting(s) that results in problems.

When do the problem(s) tend to occur?

Try to determine whether there is a pattern to the misbehavior. Do problems occur during certain times of the day? Are mornings better than afternoons? Do problems tend to occur more frequently on certain days? If a pattern is detected, it may help with intervention planning. For example, if a student has tantrums and angry outbursts more frequently on Mondays, weekends may be hard for the student. The student may be tired. Or the home situation may be particularly disruptive on weekends. The student may feel torn after custody visits. Given this situation, the interventionist can try to collaborate with the student's parents to help reduce stress on weekends as well as intensify school intervention efforts on Mondays.

How often do the problem(s) occur? How long does the behavior last?

Knowing the frequency and duration of problems can also be critical information in intervention planning. If a young student throws tantrums once or twice a week, the problem may not seem severe. However, if the tantrums last for 60 to 90 minutes, the student may need an intensive intervention plan. Sometimes it is useful for the teacher or interventionist to take data on the problem prior to planning an intervention or prior to implementing a plan.

What seems to be maintaining (reinforcing) the student's misbehavior?

Try to identify what the student seems to achieve or gain through the misbehavior. If the misbehavior occurs frequently, ask, "What's in it for the student?" Does the student gain attention through the misbehavior? Does the student control situations? Does the student handle his frustration or anger by misbehaving? Is the student able to avoid doing work? Keep in mind that when a problem behavior occurs frequently, it is meeting a need of the student. For example, if a student consistently gains teacher attention for her misbehavior, the student may enjoy the adult contact—even though it is negative. If the misbehavior consistently leads to removal from the room, removal from the room is probably satisfying to the student at some level. It is not always possible to determine the specific events or situations that reinforce and perpetuate the problem; however this process may lead to useful insight that in turn will assist in intervention planning.

Interventionist: *It's nice to know that Travis hasn't slipped backwards this year. Marge, it may not feel like your efforts have paid off, but it sounds like we are making progress with Travis. We need to take some notes on when the problems seem to occur. Have you noticed any events that seem to set Travis off?*

Teacher: *No. He just seems to want attention all the time.*

Interventionist: *I didn't notice any patterns when I observed. However, he clearly wants peer attention. What about settings?*

Teacher: *His problems are mostly in the classroom, although he's had a few problems in the cafeteria and on the playground.*

Interventionist: *Do you notice any patterns in terms of time of day or day of the week?*

Teacher: *No.*

Interventionist: *How often do the problems occur?*

Teacher: *He wants attention in just about every activity you could mention—small group work, large group discussions, independent work. He is better during instruction, but I give him more than his fair share of attention to keep him on track.*

Interventionist: *I think the reason for Travis' misbehavior is fairly clear — attention.*

Teacher: *Yes, but he may also be doing it for power. I can't tell.*

Principal: *I don't know about that either. He's a really sharp kid. His behavior may be a little manipulative.*

Within a few minutes the interventionist has taken notes on the problems as shown in Figure 5-5.

Figure 5-5

Notes on the Problem(s) **What, Where, When, Why**

(Arnie notes improvements over last year. Travis seems to be in better control.)

Are there situations that seem to set off the problem behavior?

No specific events have been identified, just a generalized need for attention from the teacher and peers.

Where do the problem(s) tend to occur?

Ms. Quivey is mainly concerned about the classroom although students sometimes report that Travis is a problem on the playground and in the cafeteria.

When do the problem(s) tend to occur?

Time(s) of day: Throughout
Day(s) of the week: No specific pattern is apparent.

How often do the problem(s) occur? How long does the behavior last?

The attention-seeking behavior feels fairly constant to Ms. Quivey.

What seems to be maintaining (reinforcing) the student's misbehavior? (Check as many as apply.)

☑ Attention
☑ Power
☐ Venting frustration or anger
☐ Escape
☐ Other ________

Notes:

The main motivation seems to be Travis' need for attention from both adults and peers. Problems may also involve Travis trying to exert power and control over those around him.

Strengths of the Student (at Least Three)

For this section, the participants identify at least three strengths of the student. When problems are severe and/or pervasive, it is easy to lose sight of the student's strengths and positive qualities. This step prevents an entirely negative focus during intervention planning and gives the team some potential ways to address the problems. For example, a student who is disruptive but also very funny could earn the right to do a "stand up" routine for the class by cooperating in class for a specified period of time. If a student is very athletic, a mentor might be selected who could play basketball with the student (see Intervention G: *Mentoring*). If Intervention L: *Structured Reinforcement Systems* is considered for a student, time in the gym may be a potential reinforcer. The power of intervention planning will always be enhanced by keeping a focus on student strengths.

Interventionist: *Now we need to identify Travis' strengths—things he likes and is good at.*

Teacher: *I know I tend to forget about how capable Travis is. When he's been obnoxious, I forget that he is actually one of my strongest students. Academics come easily to him.*

Principal: *You know, last year we discovered that he is quite musical. The music teacher reported that he has a strong sense of rhythm and carries a tune well.*

Teacher: *He's also very good at soccer. I don't know about other sports, but in soccer the kids all want him on their team.*

Interventionist: *Other things? He's a talented kid, isn't he? It's too bad he doesn't recognize that. Let's move on, but we can come back to this if you think of anything else.*

Figure 5-6 shows the interventionist's notes for the student strength section.

Figure 5-6

Strengths of the Student (at Least Three)

1. Strong student, academically very capable
2. Musical
3. Good at soccer

The Teacher(s)' Goal or Desired Outcome

The purpose of this section is to clarify what the teacher hopes to accomplish through intervention planning. Because the purpose is to clarify the teacher's goals, the interventionist should not only determine what the teacher hopes to accomplish, but also "what the teacher can't live with any longer." Student success is determined to a large extent by the teacher's perceptions. Therefore, an intervention must focus not only on improving student behavior, but also on addressing any misbehavior that the teacher cannot tolerate. Listening to the teacher's initial goals better equips the planning participants to identify major priorities.

In this section, help the teacher to be as specific as possible. For example:

Teacher: *I want April to be more respectful.*

Interventionist: *Tell me a little more. What would you like her to do when she first enters the room?*

Teacher: *I want April to begin the day by putting her things in her cubby. When I greet her, I would like her to acknowledge my greeting by nodding or saying hello.*

Listen carefully to find out what the referring teacher really wants. When a teacher feels cut off, the collaborative nature of the planning may be damaged. By listening and writing down *all* the points the teacher makes, the teacher's perceptions are valued. The goal of the intervention should be a joint decision that incorporates all the participants' input. Unrealistic expectations can be tempered later.

Interventionist: *Marge, at his point we'd like to find out what you hope to accomplish with an intervention plan.*

Teacher: *Hmmm, I know what I don't want him to do.*

Interventionist: *We can begin with what you would rather not live with anymore.*

Teacher: *I can ignore the rude comments to me, but I don't want Travis to bother the other kids. I guess it's the physical stuff that's the worst. Even the kids have begun to learn to ignore his comments. We've talked about that a lot. But, when he grabs something, or pushes things off desks, or pokes and grabs at others . . . none of us can handle it.*

Interventionist: *That helps narrow this down. Would you say then that the least tolerable behavior involves physically harassing others?*

Teacher: *Yes, definitely.*

Interventionist: *Now, what would you like to see Travis accomplish?*

Teacher: *I guess I'd like to see him less desperate for attention. I'd like him to feel valued. I'd like him to be happy with all of his wonderful talents.*

Interventionist: *So, you'd like to see him feel valued and to value himself.*

Principal: *You know, he really has made some progress. Last year the major goal we had was for Travis to control himself. It sounds like he must be much less impulsive.*

Figure 5-7 shows the interventionist's notes for the teacher goal section.

Figure 5-7

The Teacher(s)' Goal or Desired Outcome

What would the teacher(s) like to have happen? What can't the teacher(s) "live with" any longer?

Can't tolerate/don't like: Agitating other kids, pushing things off desks, poking, grabbing at others
Goal: To feel valued and to value himself—need less attention
To respect other students

Notes on Parental Involvement

Parental contact and involvement are necessary components of intervention planning. Parents have a right, both legally and ethically, to know when their child is having a problem and that the staff is concerned enough to initiate intervention planning. By this point, parents should have been contacted, and permission obtained for intervention planning. In some cases, parents will have been invited to take part in the intervention process to the degree that they can and wish to be involved (see Chapter 2). Whether actively involved or not, families should be brought into the process as much as possible. Their wishes should be explored, and their input valued.

In this section of the form, the recorder should include information from earlier contacts.

Interventionist: *I contacted Travis' mother after Marge did. We anticipated that Mrs. Gregerson would not be able to make it for this meeting. I asked her what she hoped for Travis this year and her response was that she wants him to stay out of trouble, and that she doesn't want to be bothered by the school.*

Teacher: *I got a similar response. She also said that she had given up on Travis. She told me that her older kids had dropped out of school and that she didn't expect Travis to stay in school forever. She said that whatever we needed to do was okay with her—she did send the permission slip.*

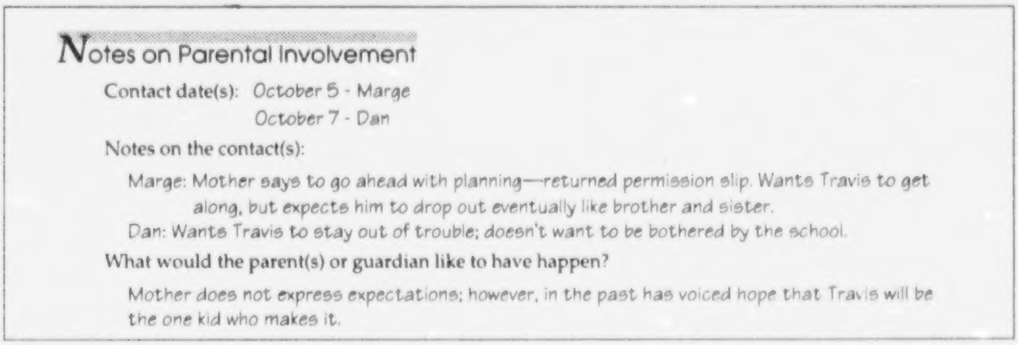
Principal: *I think she talks a bit of a tough line, but has secret hopes that Travis will do better. At one meeting last year, she raved about how smart he was. I think she goes up and down.*

Interventionist: *Well, we have her okay to go ahead. I'd be happy to be the contact person if you'd like, Marge.*

Teacher: *That would be great. I'd like her to have the sense that we aren't giving up on Travis. Maybe then she'll get her hopes back up again.*

Figure 5-8 shows the interventionist's notes for the parental involvement section.

Figure 5-8



Notes on Parental Involvement

Contact date(s): October 5 - Marge
October 7 - Dan

Notes on the contact(s):

Marge: Mother says to go ahead with planning—returned permission slip. Wants Travis to get along, but expects him to drop out eventually like brother and sister.

Dan: Wants Travis to stay out of trouble; doesn't want to be bothered by the school.

What would the parent(s) or guardian like to have happen?

Mother does not express expectations; however, in the past has voiced hope that Travis will be the one kid who makes it.

Input From the Student

In this section, the interventionist records the student's perceptions of the problem. The teacher should have already discussed the problem with the student at a neutral time. If this hasn't yet occurred, Intervention C: *Planned Discussions* should be implemented. Whenever the student discussion occurs, it is important for the interventionist to notice and record his or her impressions about the student's responses to the following questions: Does the student seem motivated to do better? Does the student understand the problem? Does the student feel powerless to change? Student input can provide important information for selecting intervention strategies.

Interventionist: *Marge, you've had several discussions with Travis at this point. Do you want to share his comments?*

Teacher: *Well, he says that he knows he's a brat, but that he doesn't know why.*

Principal: *When I ran into him yesterday, he said he liked Ms. Quivey, but that he was 'bad' sometimes.*

Teacher: *The last time I talked to him, he said that he'd like to try to be better but that he just doesn't know what to do. He'd like the other kids to like him.*

Figure 5-9 shows the interventionist's notes for the student input section.

Figure 5-9

Input From the Student

-Says he's a brat, that he's bad, and doesn't know how to change.
-Seems to want to change.
-Wants the other students to like him.

Other Information

The more complex the problem, the more important information gathering becomes. Input from previous teachers and from other staff members who may have contact with the student (e.g., playground supervisors, counselors, etc.) should be gathered and recorded. In addition, the interventionist should examine the student's records to look for relevant information regarding medical history, academic problems, or involvement with outside agencies such as mental health or juvenile authorities, and so on.

Interventionist: *I talked with Kara about Travis' third grade year. Arnie, maybe you can also help us out since you worked with Travis last year.*

Principal: *Yes, but we didn't go into in-depth intervention planning. We did some 25 minute sessions and Kara felt they were helpful.*

Interventionist: *Kara described many of the same problems you have Marge, only she also mentioned that Travis was very impulsive and angry a lot. She said that he got really mad at her at times and threw tantrums.*

Principal: *Yes, we used an office time-out for those times.*

Figure 5-10 shows the interventionist's notes for the other information section.

Figure 5-10

Other Information

Input from previous teachers:

Kara Hershey (grade 3) reports that Travis was occasionally impulsive and very angry. He threw tantrums and was timed-out in the office several times last year. Travis made progress with an intervention plan that included time-out, ignoring, and positive attention—such as giving special reports to the class, being line leader, etc.

Input from other staff who know the student (assistants, counselor, specialists, etc.):

Playground aides report continued problems with other kids, also noting minor physical harassment. He is often benched. Enjoys soccer season and has fewer problems when games are organized.

Review of the student's records:

-Strong academic test scores, well above average.
-Problems noted for behavior in second grade.
-Considered for hyperactivity in first grade; physician reported no medical problems.

Interventions Tried and Their Results

In this final section of Stage 1, any interventions that have been tried to date, how long they were implemented, and if they were successful should be listed. When designing the intervention, the planning participants should capitalize on anything that has worked in the past and avoid interventions that have been proven to be ineffective.

Interventionist: *Marge, tell us what you've tried so far and then we'll also note what we know about last year's intervention efforts.*

Teacher: *I've worked hard on positive interactions. I've tried to catch Travis being mature and appropriate whenever I can. When I hear about his problems last year, I realize that maybe this has helped. He hasn't thrown any tantrums this year. The more I think about it, his biggest problems really are with the other kids. He is rude occasionally in class, but it really isn't so bad that I can't ignore it. I think it's just throw-back behavior.*

Interventionist: *From last year, we can note . . . .*

Figure 5-11 shows the interventionist's notes for the interventions tried and results section.

Figure 5-11

Interventions Tried and Their Results

Description:

Ms. Quivey, grade 3—positive attention and ignoring

How long attempted? 4 weeks

How successful? Positive attention may be helping. Behavior during class is not so disruptive that it can't be ignored by the teacher and students. Last year: special attention—reports and responsibilities, time-out in office—effective to some degree.

Completing Stage 2: Preparation

In Stage 2, the intervention planning participants work together to specify the desired goal(s) or outcome(s) of the intervention, and explore strategies that may be incorporated into the final plan.

Goal or Desired Outcome for the Intervention

Use the background information—including the expectations of the student, parent(s), and teacher(s)—to determine the focus of the intervention plan. What will the student be doing differently if the plan is successful?

When determining the goal(s) of the intervention, keep the following guidelines in mind:

- Identify goals that will assist the student in becoming more successful.

  When objectives vary, try to arrive at common goals for the student. If a teacher had hoped to get a student out of her room, careful consideration must be given to reducing the behavior the teacher cannot tolerate. "The goal of the intervention is to have Jeremiah stay in his seat, keep his hands and feet to himself, and to listen attentively during class discussions."

- Identify objectives that will allow the student to focus on one or two areas of improvement.

  With multidimensional problems, limit the scope of what everyone hopes to accomplish. For example, if a student needs to get to get to school on time, use better hygiene, stay on task, learn to complete academic work, learn new social skills with peers, *and* learn to work cooperatively in the classroom, setting intervention goals for everything at once would be overwhelming. By narrowing the objectives, troubled students have a greater chance of success. Once success is experienced, many secondary problems resolve themselves and/or the positive momentum makes the other problems more amenable to future intervention efforts.

- Identify obtainable goals.

  The degree of change desired might also require adjustment. Overly ambitious initial goals might be revised to reflect more intermediary goals. Rather than expecting a highly immature student to become responsible for his behavior within an unstructured room, an intermediary goal might be for the student to be more self-directed during structured activities. "During centers, the student will be assigned to do specific center work, rather than allowing free choice. The student will go directly to the assigned center and follow directions. During center time, the student will stay on task. If work is finished early, he will return to his seat and read in his SSR book."

- When possible, identify specific goals.

  Work for clarity. The more specific the goals, the easier it will be to design an effective intervention. Stating timelines and degrees of goal accomplishment can be useful. For example, if a student has fits of anger and tantrums ten to fifteen times a day, it would be unrealistic to try to eliminate all tantrumming within a week—success would be impossible. Instead, the goal might be to reduce the average number of tantrums each week for the remainder of the year. Following are a few examples of possible goal statements with timelines:

- Within four weeks, the student will be completing at least 80% of her class work.
- Within two weeks, the number of disruptive acts will be reduced by 50%, and within two months, the disruptive acts will be reduced by 80%.
- The student will learn to stay calm and manage her anger without screaming, hitting, or engaging in aggressive acts. Each month, the average number of disruptive incidents will be less than the previous month.

Stating the goal of the intervention in observable and measurable terms establishes criteria that the interventionist and referring teacher can use to determine the success or failure of the intervention.

Interventionist: *Marge, earlier we discussed your overall goals for Travis. Now we need to decide on specific goals for Travis. The more specific we are the better.*

Teacher: *When we started this, I think I wanted Travis to learn to get attention through more positive behavior.*

Principal: *I wonder if we want Travis to get along with other students by talking and playing respectfully with them. He can show he is doing that by reducing his annoying behavior like pushing others' things off desks and harassing others physically. It's kind of broad, but I think it's possible.*

Teacher: *I'd like to get something in there about helping Travis value himself. I don't think he recognizes his strengths. He is such a good student. He is a good athlete. I hate to see all of that go to waste. Learning to value himself isn't very specific, but I really want to lobby for that goal.*

Interventionist: *Travis' statements about himself, and whether he acts out of a sense of competence or a sense of incompetence are essential. Let's put that down along with Arnie's statement.*

Figure 5-12 shows the interventionist's notes for the goal section.

Figure 5-12

Stage 2: Preparation

Goal or Desired Outcome for the Intervention

-Travis will learn to value his strengths and the importance of being himself.

-Travis will learn to interact positively with other students by talking and playing respectfully and avoiding inappropriate physical behavior like pushing things off desks, grabbing at and poking others, and making hurtful comments.

Possible Interventions to Consider

Once goal(s) have been established, begin the process of identifying possible interventions using the intervention decision chart provided on the "IDG" form. The decision chart includes: (1) a problem descriptor, in column one; (2) a corresponding intervention strategy, described in intervention booklet form, in column two; (3) a place to check whether the intervention should be considered during intervention planning, in column three; and (4) a place to check if the intervention has been selected for final consideration, in column four. Figure 5-13 shows the completed decision chart for this chapter's scenario.

Figure 5-13
Possible Interventions to Consider

Descriptor	Intervention	Check the intervention(s) to consider.	Check the intervention(s) selected.
(If the statement is true, consider including this intervention as part of the plan.)			
The behavior poses a threat to someone's physical safety.	**Intervention A:** *Managing Physically Dangerous Behavior*		
The behavior is so severe that the teacher cannot continue to teach.	**Intervention B:** *Managing Severely Disruptive Behavior*		
The student may not know what is expected.	**Intervention C:** *Planned Discussions*		
The student may have an underlying academic problem.	**Intervention D:** *Academic Assistance*		
The student makes negative comments about himself/herself and others.	Maybe **Intervention E:** *Restructuring Self-Talk*	✓	
The student seems to be unaware of when he/she engages in inappropriate behavior.	No **Intervention F:** *Signal Interference Cueing*	?	
The student would benefit from additional adult support and attention.	Yes **Intervention G:** *Mentoring*	✓	✓
The student is impulsive and has difficulty maintaining emotional control.	**Intervention H:** *Self-Control Training*	?	
The student has difficulty with motivation and may not understand how to reach a goal.	Yes **Intervention I:** *Goal Setting and Contracting*	✓	
The student does not know how to meet expectations.	**Intervention J:** *Teaching Desired Behaviors*		
The student has some motivation to change or learn new behaviors.	Yes **Intervention K:** *Self-Monitoring*	✓	✓
The misbehavior is a *firmly* established part of the student's behavior.	No **Intervention L:** *Structured Reinforcement Systems*	✓	
The teacher(s) feel anxious, worried, discouraged, or angry about a student or students.	**Intervention M:** *Managing Stress*		
Several students in a class have difficulty managing their behavior.	**Intervention N:** *Classroom Management Strategies*		
The student gets a lot of attention from adults and/or peers for misbehavior or failure.	Yes **Intervention O:** *Increasing Positive Interactions*	✓	✓
It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior. and/or Consequences for misbehavior seem necessary, but do not seem to work.	done **Intervention P:** *Borderlines and Consequences*	✓	

Columns one and three are used to generate an initial list of possible interventions to implement. First, each of the problem descriptors in column one is considered. If a descriptor matches the student's characteristics, a check mark is written in column three. In most cases, this process will result in a range of three to fifteen potential interventions.

Interventionist: *Now we need to identify interventions that might be helpful. Look at the descriptors in the first column of the chart. The first two aren't applicable; Travis does not pose a physical threat and Marge is able to continue teaching through most of his misbehavior. Look at the third descriptor. Do you think Travis knows what is expected?*

Teacher: *Oh, yes. That's not a problem.*

Interventionist: *We also know that academics are not a problem. Look at the next one. Does Travis make negative comments about himself or others?*

Teacher: *Yes.*

Interventionist: *Okay, I'll put a check in column three for that one. Intervention E: Restructuring Self-Talk may be a possible intervention.*

Teacher: *How about 'The student seems to be unaware of when he/she engages in inappropriate behavior.' You know, I'm not sure—Travis' behavior towards the other kids may be somewhat impulsive.*

Interventionist: *Let's put a question mark in column three for intervention F: Signal Interference Cueing . . . .*

The next step is to determine which of the interventions checked might be considered for the actual implementation plan. Choosing appropriate and effective interventions requires a thorough knowledge of the interventions themselves. Therefore, the interventionist or interventionist and teacher may wish to take a day or two at this point to become more familiar with the individual intervention booklets. Reproducible summary forms are provided at the end of each intervention booklet. A simple way for the interventionist or teacher to become familiar with the sixteen program interventions is to skim the summaries and then choose specific booklets to read. (The audio cassette tapes that are available to accompany this program also highlight the important steps in each intervention and provide another source for becoming acquainted with the sixteen interventions selected for this program.)

When selecting interventions to implement, the intervention planning participants should determine whether the intervention is related to the identified goal(s) or desired outcome(s). Next, it should be determined whether the intervention seems manageable and is appropriate to the situation and student. Finally, the following (and sometimes competing) variables should be balanced:

- The amount of time and effort required of the teacher.

  Even the most cooperative teachers are likely to be overwhelmed by interventions that are too difficult to manage. Classroom teachers cannot ignore the needs of their other students or the normal responsibilities of teaching to manage an individual intervention plan. Furthermore, the ability of teachers to implement strategies varies. When considering an intervention, think about how "intrusive" (i.e., how much teacher time and effort will be required) it is. For example, in most cases Intervention F: *Signal Interference Cueing* is a simple, intervention that does not require a great deal of time and is very easy for the teacher to implement. "It will be very easy for me to cue Casey. If she begins to whine, I can just put my finger to my lips." For some problems, however, signal interference cueing may require the teacher to be extremely vigilant. "To cue Eric, I would need to watch to see when he begins to fidget. As nice as it would be to stop his tantrums early in the cycle, I honestly don't think I could monitor that." If an intervention seems unwieldy, or if it would unduly stress the teacher, it would not be wise to select that intervention.

Related to this factor is a teacher's readiness to work on an intervention. The interventionist should try to assess how frustrated the teacher is with the student and the problem situation. The greater the degree of teacher frustration, the more the interventionist should look for interventions that do not require too much work from the teacher.

- The amount of support available to the teacher.

  Even interventions that seem unmanageable for the teacher may be possible to implement given the right resources. One way to avoid overburdening a classroom teacher is to have an administrator, a special education teacher, a counselor, a school psychologist, a well-trained teacher assistant, or the interventionist implement the more highly structured interventions. If Intervention F: *Signal Interference Cueing* is not manageable for the teacher, maybe an aide could cue the student. If Intervention J: *Teaching Desired Behaviors* seems to have a high probability of success, the interventionist might be able to conduct the daily lessons if the classroom teacher cannot.

- The degree of student responsibility and motivation.

  Interventions that encourage students to assume the greatest amount of responsibility for change, but that also provide enough support and structure for success, should be selected:

  - High Structure Interventions

    Some interventions provide high degrees of structure for supporting student success. These interventions tend to require more support and effort from the teacher and other adults involved. More time is required to set up, implement, monitor, and fade the intervention. However, because of the structure and support provided, there is a higher probability of success. Highly structured interventions are appropriate when students have a long history of problem behavior, and/or are involved in fairly severe problems that are likely to be resistant to change. For example, a severely disruptive student may not change his behavior based on the low structure provided by Intervention C: *Planned Discussions*. However, this same student might respond very well to Intervention L: *Structured Reinforcement Systems*.

  - Low Structure Interventions

    Some interventions provide less structure for supporting student success. These interventions tend to require less time to set up, implement, monitor, and fade. Because students are required to take more responsibility for themselves with these interventions, they are more likely to attribute their success to their own abilities, rather than feeling that adults made them change. Low structure interventions tend to be appropriate for relatively mild misbehavior—behavior that does not require a large change from a student or behavior that the student would be motivated to change. For example, if a student interacts inappropriately with peers, but is motivated to change—wants to make friends and be like the other students—Intervention K: *Self-Monitoring* along with instruction on how to interact with peers might be appropriate. On the other hand, if the student does not seem to care whether the other students enjoy him or not, Intervention L: *Structured Reinforcement Systems* along with instruction on how to interact with peers might be a better choice.

The chart shown in Figure 5-14 provides a guide for determining whether an intervention provides low, medium, or high structure. Some interventions fit more than one category, depending on how the intervention is designed and implemented.

Figure 5-14: Structure Level of Program Interventions

Low Structure	Medium Structure	High Structure
		A: *Managing Physically Dangerous Behavior*
		B: *Managing Severely Disruptive Behavior*
C: *Planned Discussions*		
	D: *Academic Assistance*	D: *Academic Assistance*
	E: *Restructuring Self-Talk*	
	F: *Signal Interference Cueing*	
G: *Mentoring*		
		H: *Self-Control Training*
I: *Goal Setting and Contracting*	I: *Goal Setting and Contracting*	I: *Goal Setting and Contracting*
		J: *Teaching Desired Behaviors*
	K: *Self-Monitoring*	
		L: *Structured Reinforcement Systems*
M: *Managing Stress*		
	N: *Classroom Management Strategies*	
	O: *Increasing Positive Interactions*	
		P: *Borderlines and Consequences*

After reviewing the interventions—weighing the advantages and disadvantages of each, select one to four that may be included in the final intervention plan. Put a check mark in column four of the intervention decision chart on the "IDG" form that corresponds to each intervention selected for inclusion in the final plan.

Interventionist: *Now for the hard part. We need to narrow down our choices. Let's go back to the goals. We want Travis to value his strengths and the importance of being himself and to learn to interact more respectfully with other students.*

Teacher: *This is going to be hard.*

Interventionist: *As we're going through these, you might want to jot notes in column two by the various interventions on your copy of the 'IDG' form. Then we'll be able to make some decisions. What do you think about Intervention E: Restructuring Self-Talk?*

Teacher: *It does have a lot to do with the goal. We want Travis to think and talk more positively. That has to do with valuing himself.*

Interventionist: *I'm going to put a 'maybe' by Restructuring Self-Talk, but we don't have to implement it. We'll decide on the final plan in the next step. How about Intervention F: Signal Interference Cueing?*

Teacher: *I don't know what that is.*

Interventionist: *Well, in Signal Interference Cueing, you or someone else would cue Travis whenever you saw him begin to get involved in inappropriate behavior. Then we would teach him to engage in alternative behavior.*

Teacher: *For the problems we're talking about, I don't think that would apply. I don't think I could catch him at the right time. A lot of the harassment occurs when adults can't closely monitor.*

Interventionist: *I'm going to put a 'no' by Signal Interference Cueing.*

Teacher: *I'm interested in the next one—Intervention G: Mentoring. Tell me about that.*

Interventionist: *Mentoring involves pairing Travis with a caring adult. The mentor would meet with Travis on a regular schedule kind of like a 'big brother' program. In this case, the mentor might talk to Travis about his school work, or do something athletically with him.*

Principal: *Knowing the family background and Travis, I'd love to see this one implemented. As Marge said earlier, Travis is just a needy kid. Whenever I see him, he sticks to me like glue and most of my contact with him has been in the context of discipline. This one would help with our goal of helping him value himself.*

BEST COPY AVAILABLE

As they discuss the list of interventions to consider, the group narrows the choices to *Restructuring Self-Talk, Mentoring, Goal Setting and Contracting, Self-Monitoring*, and *Increasing Positive Interactions*.

Completing Stage 3: Intervention Design

In Stage 3, the final intervention plan is tailored to meet the needs of the particular situation. There are three distinct parts to this stage: (1) the specification of selected interventions; (2) a summary of responsibilities for implementation; and (3) specification of evaluation procedures to determine the effectiveness of the intervention.

Selected Intervention(s)

In this step, the final selection of intervention(s) is made. This may involve reducing the number of interventions selected to ensure manageability or including strategies not listed on the "IDG" form. Once the final intervention(s) have been selected, make a note of each intervention, its purpose, and how it will be applied to the situation. For example, if *Restructuring Self-Talk* is selected, the note might read "*Restructuring Self-Talk* will be implemented to help the student improve his self-concept."

Interventionist: *Well, we've narrowed our list to Restructuring Self-Talk, Mentoring, Goal Setting and Contracting, Self-Monitoring, and Increasing Positive Interactions. Let's go ahead and finalize our plan. We're going to need to narrow this down a bit more for the final plan.*

Teacher: *Travis could probably benefit from all of these.*

Interventionist: *I think you're right, but we need to set up something manageable. Given the family background and the need for Travis to value himself, I think we all agree that we would definitely like to see Mentoring.*

Teacher: *Increasing Positive Interactions doesn't take much time or extra preparation, and it's something we could all work on. Arnie, your stopping by to see Travis would be an example.*

Interventionist: *Yes, I think we could implement both Mentoring and Increasing Positive Interactions as strategies to help Travis improve his self-concept. We have Restructuring Self-Talk, Goal Setting and Contracting, and Self-Monitoring left, and we need something that will help Travis learn to play and work more respectfully with his peers. I wonder about Self-Monitoring. Restructuring Self-Talk may not be necessary.*

I could set up a self-monitoring system; it can be used for any behavior. In Travis' case, I think we'd like him to monitor his peer interactions. I'll *need to do some thinking about it, but maybe we could have him rate his own behavior during different parts of the day.*

Teacher: *That sounds good. I could learn about it too.*

Interventionist: *What about Goal Setting and Contracting?*

Teacher: *Let's hold that in reserve. I'm afraid we might try to do too much. I want to help Travis, but I also know my limits.*

Interventionist: *I'm a little worried that we're biting off too much as it is. When we go to the next step and summarize our responsibilities, let's make sure we can handle all of this.*

Figure 5-15 shows the interventionist's notes for the selected interventions section.

Figure 5-15

Stage 3: Intervention Design

Selected Intervention(s)

-Intervention G: *Mentoring* to help Travis learn to value himself as a person.
-Intervention O: *Increasing Positive Interactions* to help Travis learn to get attention positively rather than negatively.
-Intervention K: *Self-Monitoring* to help Travis learn to engage in positive and respectful interactions with his peers.

Summary of Responsibilities for Implementing the Plan

At this point, the group should carefully review the responsibilities they are about to undertake and flesh out the plan. The recorder should jot down notes about who is responsible for the various aspects of the plan, and timelines for implementation. These notes should be transcribed later by the interventionist and a copy given to each person responsible for implementing the plan.

Figure 5-16 shows the interventionist's notes for the summary of responsibilities section.

Figure 5-16

Summary of Responsibilities for Implementing the Plan

Specify who is responsible for doing what. Establish timelines for implementation.

Intervention G: *Mentoring*—Arnie will find someone to be Travis' mentor by October 25 and determine a mentor schedule by the week of Nov. 1.

Intervention O: *Increasing Positive Interactions*—Arnie will stop by to see Travis every other week: no specific time, but will keep track in his calendar.

By Oct. 19:

-Dan will set Travis up to read to first graders once each week after lunch.

-Marge will set up special reports for Travis, and spend one recess each week working with him.

-Marge will make it a point to have a private chit-chat with Travis once each day—noted in her lesson plan book.

Intervention K: *Self-Monitoring*—By Oct. 19, Dan will develop a self-monitoring system for the meeting with Travis on Oct. 20.

Oct. 20—Dan and Marge will conference with Travis—introducing the self-monitoring system. (Dan will role play positive interactions and negative interactions so that Travis can clearly distinguish between the two.)

Misc.—By Oct. 17, Dan will contact Travis' mother and fill her in on the plan.

Methods for Evaluating Intervention Effectiveness

In this step, participants in the planning process identify procedures to determine whether or not the intervention plan is working. It is easy to view evaluation procedures as a waste of time and energy—an extra layer of work placed on already burdened schedules. However, without designated methods for evaluating the intervention plan, effectiveness tends to be determined solely by teacher perceptions. A teacher who is actively doing something may feel that the plan is working when in fact the student may be misbehaving as often as in the past. In addition to ineffective plans being maintained without useful results, effective procedures may be abandoned because participants in the plan are too close to the situation to see progress. Without evaluation procedures, the effectiveness of an intervention plan may be subject to how the teacher feels about the student and situation at any particular moment. "Jasmine blew it again this morning. She was back to her old ways—taunting and putting down the other kids. I don't think this plan is working." While this may be an accurate assessment of the moment, it may not take into account that the student has made steady improvement. Abandoning a working plan because of a temporary setback would be unwise.

In order to effectively monitor intervention plans and avoid misperceptions, two independent means of evaluating progress are generally recommended. When selecting evaluation procedures, try not to overburden teachers. Effective evaluation procedures include:

- Subjective Perceptions

  One method of evaluating intervention effectiveness is to gather subjective impressions from the teacher(s), parent(s), and student involved. Is the situation better, the same, or worse? This is the easiest and least time-consuming evaluation procedure. Though subjective perceptions alone are not sufficiently reliable, when used in conjunction with another evaluation procedure a clear picture of the intervention's effectiveness generally emerges.

The plan should specify how, when, and by whom opinions on student progress will be solicited. Anecdotal records and/or interviews provide subjective evaluations. For example, the interventionist might conference with the teacher and student after two, four, and six weeks of implementation to determine how the intervention is working.

- Quality Ratings

Ratings on the quality of student behavior can provide valuable information. While this procedure has a subjective flavor, the rating scales (e.g., Figure 5-17) are usually accompanied by criteria for judging student behavior.

Figure 5-17

Please rate the student's behavior from 8:30-11:30 A.M. this week.

Behavior: Following Directions

5 = Followed all directions pleasantly and cooperatively.
3 = Followed most directions pleasantly and cooperatively.
1 = Uncooperative—failed to follow directions.

Monday	1	2	3	4	5
Tuesday	1	2	3	4	5
Wednesday	1	2	3	4	5
Thursday	1	2	3	4	5
Friday	1	2	3	4	5

- Work Products

When the goal of an intervention is to increase the quality or quantity of student work, the evaluation procedures should include some consideration of student work. The records used could be the percentage of assignments completed, scores on tests, grades, number of words written in a journal, and so on. In most cases, this does not require additional work for teachers, only periodic analysis of data already collected.

- Self-Monitoring Data

Some intervention plans will involve some form of student self-monitoring. For example, a student might record the number of times he raises his hand and the number of times he blurts out in class without raising his hand. Data the student collects can be used to ascertain improvement. If initial data showed that the student blurted out answers ten times during a half hour discussion and never raised his hand, a self-monitoring system that showed that the student raised his hand 50% of the time and blurted out responses 50% of the time would indicate clear progress.

- Data From a Reinforcement System

If the intervention plan includes a reinforcement system, the reinforcement system itself will provide information on the effectiveness of the intervention. The plan will include a method for determining whether the student earns a reinforcer. For example, the teacher may give the student a "+" for every fifteen minute period the student behaved positively, and a "-" for every fifteen minute period that the student engaged in misbehavior. The total number of pluses and minuses could be charted each day, to show the student's degree of success. (See Intervention L: *Structured Reinforcement Systems*.)

- Data Collected During an Observation

Observations can yield information regarding the frequency of a behavior, the amount of time the student engages in a behavior, the length of time it takes between a stimulus and when a student engages in a behavior, and/or the intensity and quality of a behavior. Each of these procedures yields important objective data to help evaluate the effectiveness of an intervention. An observation or observations should be scheduled before an intervention is implemented, and then periodically following the implementation of the intervention. Observations conducted by outside observers should be scheduled for times when the student has the greatest difficulty, with follow-up observations scheduled for the same times and for the same lengths of time.

The types of data collected during the observations could include the following:

- **Frequency Data.** During an observation, a count can be taken of whenever a student engages in a particular behavior (e.g., the number of times the student gets out of her seat in a day, or the number of times the student interacts with the teacher disrespectfully). An outside observer might make a simple tally of the number of times the student engages in the behavior. When the observer is keeping an anecdotal record of student behavior, the count of the targeted behavior can be made after the observation.
- **Time Associated With Behaviors.** Evaluation information might also include the amount of time a student engages in a particular behavior (duration). For example, if a student engages in tantrums, the teacher might record the number of tantrums (a frequency count) and use a stop watch to keep track of the amount of time the student spent tantrumming. By the end of the day, the stop watch would show the accumulated amount of time the student spent tantrumming. "Trent tantrummed three times today for a total of 58 minutes."

  Sometimes it is appropriate to note the amount of time it takes for a particular behavior to begin after a stimulus (latency). For example, if a student has trouble following the teacher's directions, it may be appropriate to record the length of time between when an instruction is given and when the student begins to comply.

Though observations are generally associated with outside observers, the teacher is a constant observer of student behavior. If time allows, the teacher can take very accurate data on student behavior. To take frequency data, for example, a teacher might carry a small index card in his pocket. Whenever the student engages in the targeted behavior, the teacher makes a tally mark on the card. If the student engages in tantrums, the teacher might keep a simple record of tantrums per day on a calendar.

- Audio or Video Records

  Audio or video tapes can provide effective documentation of changes in student behavior. Recordings would be made both before the intervention is implemented and then at periodic intervals after implementation. Pre- and postintervention tapes could be examined to determine whether there are qualitative and/or quantitative changes in student behavior. Frequency, duration, and latency data can be obtained from the recordings.

Interventions rarely run a smooth and gradual course toward success; therefore, trends are important when determining whether an intervention is having a positive effect on student behavior. Charting data can be very useful for recognizing trends in student behavior. Types of behavior that can be counted and charted include:

- The number of times each day the student uses profanity;
- The number of minutes spent in time-out each day;
- The total number of minutes owed for delaying following an instruction;
- The number of pluses earned during the day, representing ten minute periods of time on task;
- Average ratings of "How hard I worked" for fifteen minute periods throughout the school day; and
- Percentage of assignments completed.

Charts visually depict trends and help teachers determine whether their subjective impressions match what's actually happening. When a student's behavior is especially stressful for a teacher, data may be needed to help the teacher recognize progress. If a teacher is feeling despair, burn out, or a sense that his efforts are not making a difference, this information can reinforce the teacher to continue his efforts. Figure 5-18 shows a sample frequency of a student's angry outbursts. The student has good days and bad days, but on the average his behavior is improving.

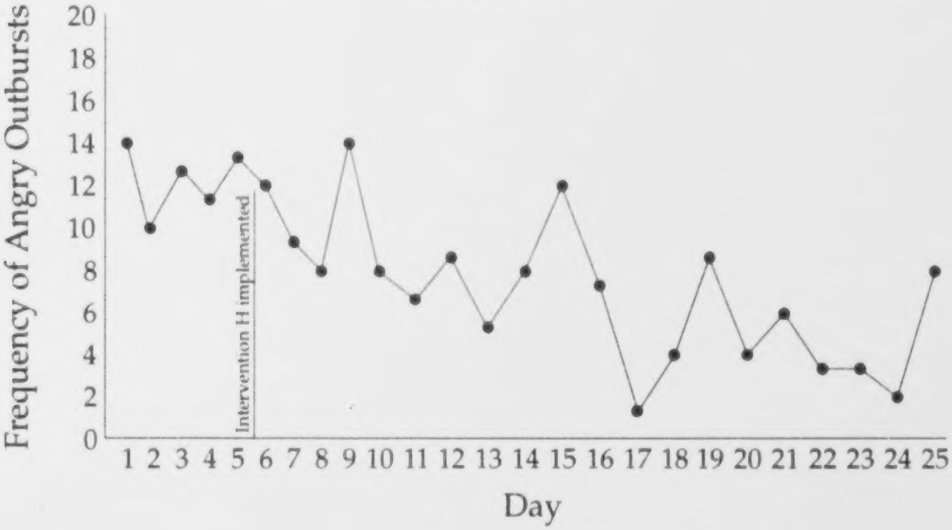


Figure 5-18

Interventionist: *I am very excited about this plan for Travis. Given what Arnie has told us, Travis has already made progress since last year. We are almost ready to implement the plan. Now we need to figure out one last thing—how we're going to evaluate the plan. Whatever we do needs to be pretty simple.*

Teacher: *Good. So far we're okay, so let's not complicate things.*

Interventionist: *We can use Travis' self-monitoring system. Then, we need one other way to evaluate how things are going. Marge, how would it be if I had you rate Travis' behavior at the end of each day? We could rig up a little evaluation scale that was similar to Travis'. It would only take you a minute at the end of the day to fill out. Both procedures are somewhat subjective, but they should give us the information we need. If we decide we need something more objective, we can always add independent observations later.*

Teacher: *I could handle that.*

Figure 5-19 shows the interventionist's notes for the methods for evaluating section.

Figure 5-19

Methods for Evaluating Intervention Effectiveness

Specify at least two sources of evaluation information.

-Student's self-monitoring system
-Daily teacher rating—based on system similar to the student's, but for the whole day

Before the intervention design stage is complete, the first formal follow-up should be scheduled.

Interventionist: *Great, we've got our plan then. Marge, I'd like to meet about a week after we get this started.*

Teacher: *That's fine. We could meet during my morning break if you're free or before school sometime.*

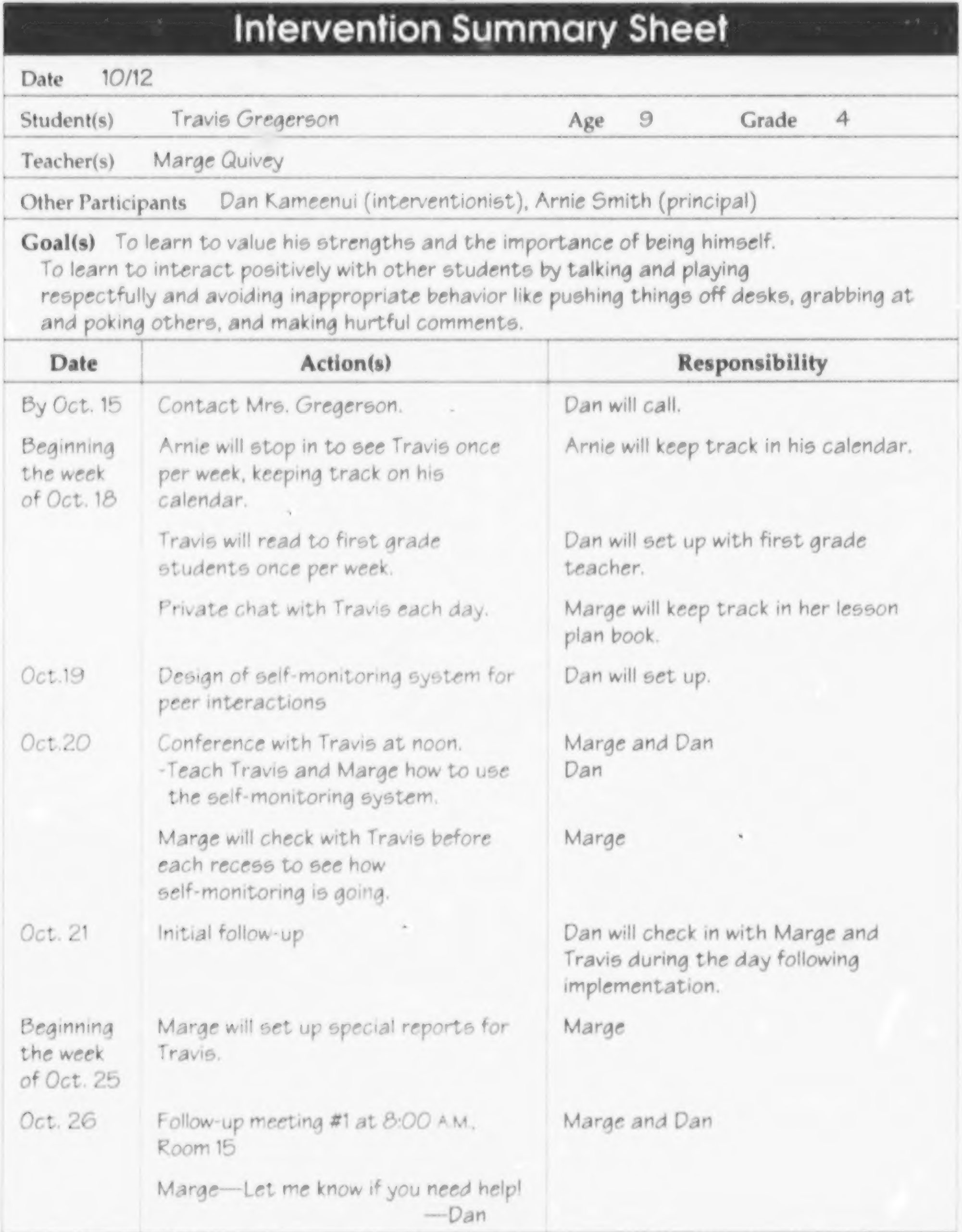
Interventionist: *It shouldn't take long. How about Tuesday, Oct. 26 at 8:00 A.M. in your room?*

Once the plan is finalized, the interventionist should ask the participants if there are any questions, and indicate that a written summary of the plan with each person's responsibilities listed will be distributed to all relevant participants. The meeting should be concluded with words of encouragement and thanks to the participants for their assistance.

Summary of Final Plan

To close the planning process, the interventionist should summarize the plan in writing, listing each person's responsibilities. Good intentions and the best laid plans are easily waylaid by confusion or forgetfulness. The summary sheet (see Figure 5-20) will assist in keeping the participants on track.

Figure 5-20



Intervention Summary Sheet

Date 10/12

Student(s) Travis Gregerson **Age** 9 **Grade** 4

Teacher(s) Marge Quivey

Other Participants Dan Kameenui (interventionist), Arnie Smith (principal)

Goal(s) To learn to value his strengths and the importance of being himself.
To learn to interact positively with other students by talking and playing respectfully and avoiding inappropriate behavior like pushing things off desks, grabbing at and poking others, and making hurtful comments.

Date	Action(s)	Responsibility
By Oct. 15	Contact Mrs. Gregerson.	Dan will call.
Beginning the week of Oct. 18	Arnie will stop in to see Travis once per week, keeping track on his calendar.	Arnie will keep track in his calendar.
	Travis will read to first grade students once per week.	Dan will set up with first grade teacher.
	Private chat with Travis each day.	Marge will keep track in her lesson plan book.
Oct.19	Design of self-monitoring system for peer interactions	Dan will set up.
Oct.20	Conference with Travis at noon. -Teach Travis and Marge how to use the self-monitoring system.	Marge and Dan Dan
	Marge will check with Travis before each recess to see how self-monitoring is going.	Marge
Oct. 21	Initial follow-up	Dan will check in with Marge and Travis during the day following implementation.
Beginning the week of Oct. 25	Marge will set up special reports for Travis.	Marge
Oct. 26	Follow-up meeting #1 at 8:00 A.M., Room 15	Marge and Dan
	Marge—Let me know if you need help! —Dan	

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Completing Stage 4: Implementation

The "IDG" form has set the stage for a carefully designed intervention plan. During implementation, it is important for all the adults to follow through with their responsibilities. The support provided by the planning participants can make the difference in whether an intervention plan works or not.

Initial Follow-Up Notes

After the first day of implementation, the interventionist conducts a quick "check-up" with the teacher. This way, if there are any glitches in the plan or procedures that require clarification, they can be taken care of quickly.

Interventionist: *Marge, just thought I'd check to see how things went yesterday with Travis' self-monitoring system.*

Teacher: *It went pretty well. The only glitch we had was knowing how to evaluate a few times.*

Interventionist: *Why don't I pop in for a few minutes tomorrow and I can monitor? We may need to work on our descriptors a little.*

Teacher: *That would be great. Any time is fine. Travis is taking this very seriously. I think he wants the other kids to like him.*

Figure 5-21 shows the interventionist's notes for the initial follow-up section.

Figure 5-21

Stage 4: Implementation

Initial Follow-Up Notes

Oct. 21—Minor fine tuning of self-monitoring descriptors.
Extra role playing with Travis scheduled for ten minutes on Oct. 22, 23, and 24

Follow-Up #1

During Follow-Up # 1, the interventionist and teacher evaluate the student's progress and make modifications to the plan if necessary. Guidelines for maintaining, modifying, and fading intervention plans include:

- Develop a new intervention plan if the student makes no progress or gets worse.

  When the student shows no progress, the plan may need to be redesigned. However, before abandoning a plan, there should be two independent means of verifying that the plan is not working. For example, if a student has been making steady progress, but "blows it" one day, the teacher may feel that the student hasn't made any progress at all. Evaluation information and the support of the interventionist can help the teacher and student stay on course.

- Modify the intervention plan to provide more support and structure if progress is very slow or has come to a halt.

  Because intervention planning involves trial and error, it may become apparent that the student requires more assistance.

- Maintain the intervention plan if the student is making good progress.

  If the student is making steady progress towards a goal, the plan should be maintained until the student demonstrates continuous success in achieving the goal.

- Fade the intervention plan when there is a high probability that the student can maintain success.

  Fading is accomplished by gradually providing less structure and support. Some intervention plans are automatically faded as the student becomes successful. For example, signal interference would be used less and less as a student demonstrated success. Eventually, the cueing would be faded completely.

Interventionist: *How are things going?*

Teacher: *Yesterday we had one of those 'good ol' days' and I was feeling kind of discouraged, but as I look at my daily ratings I can see that Travis just had a bad day. We haven't hit any 5s yet (goal accomplished), but he is hitting 4s most days. So, he is doing better.*

Interventionist: *That's good to hear. I'll keep a record of your daily ratings on a chart if you'd like. We'll want to track them to see whether Travis gradually begins hitting those 5s. How do Travis' charts look?*

Teacher: *They look pretty much like mine. I'm amazed at how honest he is in his evaluations. Yesterday he gave himself a 2 and that was what I did too.*

Interventionist: *What do you think? Shall we stay the course?*

Teacher: *Yes, I'm sure this is helping. Do you think he'll grow bored with this?*

Interventionist: *Let's watch the chart. You'll also be starting his special report writing next week. I'd like to see him sort of outgrow this, but I don't want to rush it. Let's set a time for a second follow-up visit. By then Arnie will have also gotten mentoring started.*

Figure 5-22 shows the interventionist's notes for the first follow-up section.

Figure 5-22

Follow-Up #1

Date of the follow-up meeting: 10/26

Purpose of the follow-up meeting: Determine whether the intervention is helping Travis with interactions and self-esteem

Summary of the follow-up meeting: Good progress—intervention will be continued as planned.

Follow-Up #2

The second formal follow-up conference should be conducted much like the first, with an emphasis on determining whether the intervention should be maintained, modified, or faded.

Providing Long-Term Follow-Up

Intervention plans are more often successful when a focus on the goal(s) can be maintained over time. For students with chronic to severe behavior problems, intervention may shift from highly structured interventions to less structured assistance. However, at-risk students generally need ongoing assistance. If there are temporary setbacks, someone must be there to help the students get back on track. At-risk students need to be shown again and again that they can learn from their mistakes. They need to feel confident that someone will always be there to assist them.

Interventionist: *Travis, it's nice to see you. How're things going?*

Student: *Pretty good!*

Teacher: *Travis is doing really well. His grades are terrific. In fact, we just entered one of his essays in a writing contest. Whether he wins or not, it was a great piece of writing.*

Interventionist *I'd like to see it, Travis.*

Student: *I'll go get it. We kept a copy.*

Interventionist: (After Travis leaves . . .) *He seems real upbeat.*

Teacher: *Yes. We continue to work on things. Once in awhile he has a problem, but overall he's made great progress. You know, he's still meeting with Mr. Thompson once a week. I see them shooting baskets.*

Interventionist: *That's great. What kinds of things does he still have difficulty with?*

Teacher: *I'm not sure exactly. He and two other kids ended up in Arnie's office yesterday. The other boys said that Travis pushed them when he didn't get his way. He does still have a temper.*

Interventionist: *I know. It's okay. I just hope he learns to direct it constructively. Do you think he needs some help?*

Teacher: *Let's ask Travis.*

Conclusion

The Intervention Decision Guide (IDG) process provides collaborative groups with the structure necessary to develop an in-depth intervention plan for problems that are complex and not easily resolved. Through ongoing planning, implementation, and revision of plans, at-risk students can gradually develop the skills and responsibility to be successful in the school setting.

CHAPTER

6

Skills of the Interventionist

THE JOB OF an interventionist is complex and challenging. Ensuring high quality services for students, staff members, and families is a difficult task. The skilled interventionist must be knowledgeable about the range of possible interventions. She needs to know which interventions will have the highest probability of success, how to apply procedures to specific situations, and how to combine interventions into multidimensional solutions. However, this technical knowledge, while necessary, is not sufficient to develop the working relationships required to produce and implement effective interventions.

An interventionist functions as an advocate; first and foremost, to safeguard the needs of the student. However, she also serves as an advocate for teachers and families. Therefore, the interventionist must possess the communication, interpersonal, and management skills required to: (1) communicate effectively with staff members, students, and families; (2) recognize and respond to different individuals' strengths, limitations, needs, and biases; and (3) balance competing interests to help people work together through the unique conditions of each problem.

This chapter outlines some basic skills necessary to be an effective interventionist—communication and interpersonal skills and self-evaluation and reflection. Although much of the content is embedded throughout previous chapters and the sixteen program intervention booklets, the information in this chapter may be useful for an interventionist who wishes to review or analyze her own skills and practices.

Communication and Interpersonal Skills

Learning to communicate effectively is a life-long task. Each situation and every relationship requires specific communication skills and provides a unique opportunity to learn. The effective interventionist continuously fine tunes her ability to collaborate with students, staff members, and parents. The effective interventionist with good communication and interpersonal skills will use the following procedures.

Active Listening

The skilled interventionist processes and retains what others say to her. She pays attention to the content of what is being said as well as to the tone of voice and body language of the speaker. She asks questions to help her fully understand the problem, and she clarifies and paraphrases what she hears. For example:

- What else did they do?
- You felt angry, but the students seemed to get quiet.
- Why do you think that happened?
- What have you tried so far?
- I'm sure that's frustrating.

Active listening can help an interventionist determine whether a staff member or parent is ready to look at problem resolution or simply wants to vent frustration. Making suggestions too soon tends to elicit "Yeah, but . . . " responses. If staff members and/or parents aren't given an opportunity to describe the problem and things they've tried, they are bound to feel resentful of the interventionist. "Rebecca just doesn't understand what I have to deal with."

Active listening helps the interventionist create a climate of trust and collaboration.

Teacher: *. . . Kent and Barry are probably the toughest of the bunch.*

Interventionist: *What do they do?*

Teacher: *They are real leaders, but unfortunately they lead the class in the wrong direction. If I give a direction, they just ignore me. You'd think I was speaking a foreign language.*

Interventionist: *That would be frustrating. It must make teaching really hard.*

Teacher: *I'd like to get them split up, but the principal said that they were careful with placements last year, and that neither of the boys would mix any better in any of the other classrooms.*

Interventionist: *Does it look like you have to live with the situation?*

Teacher: *Yeah.*

Interventionist: *Have you found anything that makes a difference?*

Teacher: *I tried separating the boys. That helps a bit.*

Interventionist: *Good. Tell me a little more about what they do. Maybe we can put our heads together and come up with some ideas for making this year more livable.*

Through active listening, the interventionist may be able to assist with the planning and implementation of interventions that directly help troubled students. Active listening may also result in the interventionist serving as a general resource to teachers who are having difficulties managing a difficult student or students. Sometimes by encouraging teachers to discuss what they would like their classes to be like, strategies can be suggested that will assist in creating that vision. (See Intervention M: *Managing Stress;* Intervention N: *Classroom Management Strategies;* Intervention O: *Increasing Positive Interactions;* and Intervention P: *Borderlines and Consequences.*)

Interventionist: *It sounds like you've tried a lot of things—keeping the kids in at recess, calling their parents, working on rules with the class . . . I'm sure that it's disappointing when things don't work out.*

Teacher: *It is really frustrating! I got into this profession because I wanted to teach. With this group of kids I feel like I'm a combination babysitter-prison guard. They aren't mature enough, or their values aren't strong enough, to trust them with any kind of responsibility.*

Interventionist: *You do have a challenging group this year. I've worked with several of the kids in the past. The two of us might be able to work out some strategies that would help improve the situation. As you know, there aren't any magic tricks, but we might find some things that would help them gradually move in the right direction.*

Interventionist: (At a later meeting . . .) *How have things been going?*

Teacher: *Actually, not as bad. I talked to Kent about the tutoring he did last year. His eyes lit up and he was almost friendly the rest of the day.*

Interventionist: *That's great. Perhaps things are beginning to turn around a bit.*

Teacher: *I'm not sure it will last, though. One of the other kids began picking on Kent and then we were into problems again. Sometimes it feels like a losing battle with this group.*

Interventionist: *There are a hundred stumbling blocks. A lot of your kids don't have good models at home. If you had the ideal class, what would it be like?*

Teacher: *The ideal class? That's interesting. Hmm . . . It would be a group of kids who respected each other—and me. They would be engaged in their work, take pride in their accomplishments, and have fun.*

Interventionist: *Would you be interested in working together to create that vision? I don't think it's impossible. Hard maybe, but together we might be able to turn this whole group around. I have two or three intervention booklets in mind that we might study together. We could sift through the strategies and pick some that might have merit.*

Use of Everyday Language When Discussing Problems and Sharing Perceptions

The skilled interventionist is careful to use the language of staff members, parents, and students. Using technical jargon or confusing language may create barriers to collaboration. For example, interventionists with school psychology backgrounds sometimes use words such as "intermittent reinforcement," "antecedent event," and "differential reinforcement of low rates of behavior (DRL)." This vocabulary reflects useful concepts from the science of behaviorism, however these same ideas can be described in everyday language. Contrast the following two statements:

Interventionist 1: *If you watch Norm carefully, the antecedent event to his agitation seems to be Tasha approaching him. I wonder if we can figure out why.*

Interventionist 2: *If you watch Norm carefully, he seems to get agitated whenever Maya approaches him. I wonder if we can figure out why.*

A teacher listening to Interventionist 1 might be left thinking, "Figure out what? I have no idea what she's talking about!" On the other hand, a teacher working with Interventionist 2 is more likely to respond, "That's interesting. Do you suppose that Norm just doesn't trust adults?"

A Value-Free Manner of Discussing Problems and Sharing Perceptions

Language that conveys particular biases or philosophies may hinder effective communication. Value-laden terminology can inadvertently create barriers that are difficult to tear down. On the other hand, a discussion focused specifically on the needs of the student is more likely to engage than alienate a teacher. Contrast the following two comments:

Interventionist 1: *Chris needs a developmentally appropriate environment. She needs to be able to stretch and move physically.*

Interventionist 2: *I wonder if Chris is just one of those kids who is going to have a difficult time staying still. Do you think we could structure her work space so she could move, but not bother the other children?*

The first interventionist risks putting the teacher on the defensive. If the teacher hasn't adopted a "developmentally appropriate" philosophy, she might wonder, "Is the interventionist saying that my classroom is not developmentally appropriate? I think it's developmentally appropriate to teach children to stay on task and not prevent others from working!" In future discussions, the teacher may feel the interventionist is judging her against the unknown standards of "developmentally appropriate" practice.

On the other hand, by keeping the conversation focused on the needs of the student and the situation, the second interventionist involves the teacher in problem solving. "Maybe we could create a space for Chris to move about while she is working, and also teach her not to bother the other students."

Working With Staff and Parents as a Collaborator Rather Than an "Expert"

The effective interventionist acts as a *resource*. She is there to provide support, assistance, and guidance to teachers, students, and/or families as they design intervention plans. She may ask questions and offer suggestions, but as much as possible she will avoid telling people what they "ought" to do. When an interventionist grandstands, working relationships may be jeopardized and the interests of students sacrificed. The effective interventionist collaborates with others to jointly resolve problems and avoids setting herself up as an "expert." The following quote summarizes the problem with experts.

> Human experts and rabbits have much in common. Firstly, they multiply at a prolific rate. Secondly, they are both highly susceptible to infection; rabbits catch myxomatosis and experts catch expertosis. The symptoms are common to both: The head swells and the patient goes blind.
>
> —Cliff Cunningham
> (Cunningham & Shillington, 1990)

Sensitivity to the Various Participants During Intervention Planning and Implementation

Each person brings unique characteristics to the situation. Throughout intervention planning and implementation, an interventionist must be sensitive to the needs and abilities of individual students, teachers, and families:

- Through observation, interviews, and assessment, the effective interventionist can develop and provide an objective view of the needs and abilities of each student. During intervention planning and implementation, the interventionist serves an important role—helping to clarify realistic expectations for each student. What works with some students may not work with others.

Interventionist: *So, our goal is to help Cindy be more responsible for her work.*

Teacher: *Yes, I really think the problem is that Cindy just doesn't care.*

Interventionist: *I like the idea of teaching Cindy to care about her work. As we look at strategies, we'll need to be careful to determine what she can do. Academics are still very hard for her. June, if you can give us examples of assignments she's had problems with, then we can go through and try to identify whether problems were related to 'can't do' or 'won't do.'*

Teacher: *I guess a good example would be this paper. She was to look up words in the glossary and copy definitions. She lost her place and copied parts of the wrong definition several times.*

Interventionist: *Let's take a look at the words and the words in the definitions. You know June, this is just a guess, but I wonder if Cindy understands the words she was copying?*

Teacher: *Gosh, I hadn't really thought about that. I don't know. I know she can read them.*

Interventionist: *The glossary has some pretty hard definitions.*

Teacher: *If that is a problem, what are we going to do?*

Interventionist: *We're going to have to try to find a balance between teaching Cindy to compensate for her academic problems and providing her with adaptations to the assignments. Perhaps by combining some motivational techniques and adjusting the assignments we can help Cindy care more about her work.*

- The effective interventionist is sensitive to the needs of the teacher—providing services prior to intervention, during intervention planning and implementation, and following the intervention. One of the primary roles of the interventionist is to help reduce teacher isolation and to encourage collaboration. Students with behavior problems often create stress for teachers. When dealing with challenging situations, teachers need an opportunity to talk to someone who is not judgmental. An interventionist can help simply by listening to a teacher and discussing a problem.

  The interventionist can also protect the teacher if planning becomes unrealistic. Interventionists with regular classroom teaching experience can sometimes anticipate when a teacher may have difficulties implementing an intervention. If an interventionist hasn't had classroom experience, she can actively work at understanding the demands of the classroom and try to anticipate where problems may occur.

Interventionist: *I love this part of the plan, but when I try to imagine my doing this with 25 other children in the room, I think I would forget. Breanna, do you see that as a potential problem?*

Interventionist: *As I try to envision you doing this when you see 180 kids a day, I wonder if we need to consider an alternative plan, or if we need to find some way to assist you. What do you think?*

Through good communication, an interventionist can also help teachers identify what is going well. Working with at-risk students requires patience and endurance. During the many setbacks that are bound to occur, teachers may need assistance recognizing that progress is being made.

Teacher: *Clay really blew it today. I had to send him to the office.*

Interventionist: *What did he do?*

Teacher: *He started to pull on Malory's pony tail and they got into a major argument.*

Interventionist: *That must be really frustrating.*

Teacher: *Do you think what we're doing is really helping?*

Interventionist: *How long has it been since you had to refer Clay to the office?*

Teacher: *I don't know. Maybe three or four weeks. It has been a while, hasn't it?*

Interventionist: *Do you remember what he did that time?*

Teacher: *That was the time he chased the kids with a pair of scissors. I guess he has made progress, hasn't he?*

- An interventionist must also be sensitive to the needs of different families. What is realistic for one family may be entirely unrealistic for another. It is important for the interventionist to make sure that requests made of a family do not ask more than the family can deliver. She can help the family by providing direct assistance and by offering suggestions.

Teacher: *Jordan is failing because he never gets his homework done. He can do the work; he just chooses not to. I think we need to get his parents involved in this. It's their responsibility.*

Interventionist: *I agree that it's their responsibility to encourage him to complete his homework. Let's brainstorm some other possibilities though. Then we can talk pros and cons.*

Teacher: *What is there to discuss? You call the parents. If they don't get the kid to do his homework, then it isn't our problem.*

Interventionist: *I know that this kind of problem is very hard because we want students to assume responsibility for their own work. But the fact is that Jordan hasn't learned to do that and it appears that his parents won't or can't help. I spoke with Jordon's dad last week. He works at night, and it sounds like the mother spends her evenings in the bars. If we both work together, I think we can help Jordan. His parents love him, but neither seems to be able to help right now. The first suggestion I have would be to get Jordan involved in Ala-Teen.*

- Finally, when there are conflicts of interests, the effective interventionist keeps focused on the intervention plan. For example, if a teacher wants a disruptive child out of his classroom, but the interventionist does not feel this is in the best interest of the student, she could handle it as follows:

Teacher: *I really can't tolerate Darren any more. He has disrupted my class more times than I care to remember. He's disrespectful and obnoxious, and I don't want him returned.*

Interventionist: *I know that Darren has really caused problems. I am sorry we were not there to help sooner.*

Teacher: *I don't think it would have done any good. I've tried everything with that kid and nothing works.*

Interventionist: *I'm sure you have. What I'd like to do with you today is go through an intervention plan called Managing Severely Disruptive Behavior. Part of the plan will be to consider special education referral, but also to keep your classroom livable while we are doing that.*

Guiding the Intervention Process Efficiently

An interventionist often serves as the case manager or facilitator for collaborative problem solving teams (e.g., a teacher and interventionist; a teacher, parent, and interventionist; a Teacher Assistance Team (TAT), a prereferral team, a Care Team, a grade level team, etc.). Regardless of the composition, whenever a group jointly designs and implements an intervention plan, someone must assume responsibility for coordinating the process. The following guidelines for the case manager will assist in the clear communication required for the intervention process to move smoothly.

- Respond promptly to requests for assistance.

  The effective interventionist moves quickly to determine the urgency of a problem once a request for assistance has been made. If the problem involves physically dangerous behavior, it is important to establish emergency procedures without delay (see Intervention A: *Managing Physically Dangerous Behavior*). When the problem is severe—the teacher has "had it" or can't teach—the interventionist should schedule a meeting within a day of the request to determine next steps. For less severe problems, the interventionist should try to schedule a meeting within a week.

- Organize meetings.

  After determining, with the teacher, the format for the intervention planning and who should participate, the interventionist should take responsibility for contacting those involved. Depending on the urgency of the problem, she should provide as much notice as possible.

- Set and maintain a positive tone to the meeting.

  An effective interventionist is not only familiar with the three planning formats presented in Chapters 3, 4, and 5, but also takes an active role in conducting the meetings. The interventionist can set the tone for collaborative meetings by welcoming and introducing each participant.

Interventionist: *Mitchell, I know you've met Gabriel and Lydia Armijo. I appreciate everyone taking the time to meet. I know there have been a lot of phone conversations, and I think it will be good to sit down together.*

The interventionist should also make a statement regarding the purpose of the meeting at the beginning. Conflicts can be prevented when a clear focus on the needs of the student has been established. Briefly acknowledging any past differences and summarizing common goals allows the interventionist to move the discussion directly to productive ground.

Interventionist: *Despite past differences, we're meeting today to focus on what we can do to help Amelio have a better year. Lydia and Gabriel have shared their concerns with me and I've also spoken with Mitchell. You all have the same goals for Amelio and the class. You'd like to see a respectful atmosphere in the classroom. You'd like to have the kids learn as much as possible, which means that they need to become engaged and to work hard on their assignments and activities in class.*

Let me explain some of the strategies Mitchell and I are working on to improve the classroom atmosphere. First, Mitchell has designed some classroom rules that we'll share with you. To teach the students how to follow the rules, we have been working on role playing and some other things. Mitchell can explain what we are doing with the whole class.

- Move meetings along.

  Intervention planning meetings can easily become too lengthy, with inordinate amounts of time spent complaining or hashing and rehashing ideas. Although participants may be enthusiastic during the meeting, later they may resent the amount of time invested. The effective interventionist develops the skill of encouraging involvement, but keeps the discussion focused and moving along. (Both the structured 25 minute planning process and the "Intervention Decision Guide" ("IDG") provide the interventionist a structure to do this.)

- Avoid spending large amounts of time focusing on consequences for misbehavior.

  While consequences are often a necessary part of an intervention plan, they are unlikely to have an effect on problems that involve moderate to severe misbehavior. Usually by the time a teacher makes a referral, the most common consequences for misbehavior have been tried. An effective interventionist will direct the group to put the majority of their time into planning proactive interventions—those that teach the student appropriate behavior—rather than interventions that focus on consequences for the misbehavior.

- Clarify the responsibilities of students, teachers, parents, and others by providing a written summary of the plan.

  The interventionist can facilitate implementation by providing each participant with a written summary of the planning meeting and a list of their responsibilities during implementation. While summarizing plans, the interventionist should watch for inconsistencies, omissions, and potential glitches or places where the participants might need additional assistance. If materials are necessary, the summary should specify them. (Interventionists can help overburdened teachers by providing or developing any materials needed to implement the plan.)

- Make sure the plan is fully understood by all the participants.

  When an intervention is fairly complex or involves new skills, the interventionist can rehearse the plan with the participants. A dry run may help the participants clarify parts of the plan and work out any glitches. The interventionist can also offer to model the new procedures, giving the participants an opportunity to learn by watching.

- Offer support as needed.

  Often it will be the interventionist who presents the plan to a student. The interventionist can answer questions and help the teacher and student work out the details of the plan. She can give examples and have the student and teacher practice or role play relevant parts of the plan. When explaining a plan to a student, the interventionist should have the student paraphrase the information. If the student doesn't have the language skills to paraphrase, the interventionist should ask questions to make sure the student understands the plan.

  Finally, when an intervention plan involves teaching the student a new skill, the interventionist can either provide the instruction or offer to cover the teacher's class while the teacher instructs the student. Sometimes, a student is asked to demonstrate the new skill in context. The interventionist can provide on-site coaching—prompting the student to use the new skill and giving feedback to the student.

- Provide follow-up both during and after intervention implementation.

  The interventionist assumes primary responsibility for monitoring implementation—scheduling brief check-ins, arranging follow-up meetings, evaluating student progress, and supervising decisions to maintain, modify, or fade interventions. The interventionist also usually assumes primary responsibility for postintervention follow-ups. Even when a student has been successful and the intervention is faded, it is important for someone to follow through with both the student and the teacher. Without continued monitoring, the student and teacher may find themselves falling back into old habits. By conducting periodic postintervention follow-ups, the interventionist can provide the support needed to keep the student on track.

Self-Evaluation and Reflection

In order to enhance her effectiveness, the skilled interventionist continually evaluates her knowledge, the quality of her interpersonal skills, and her ability to help others design and implement successful interventions. As part of this self-evaluation, the effective interventionist engages in reflection—analyzing her goals, activities, and relationships, as well as the outcomes of her collaborative efforts. Some practices used by effective interventionists for reflection include the following.

Keeping a Confidential Journal

A confidential journal allows an interventionist to record thoughts, impressions, and events that might not be appropriate to keep in a student's file. As the interventionist works on cases, the act of writing provides an opportunity to explore ideas, pose questions, think about possible solutions, and make predictions. While writing, an interventionist can consider why certain procedures were effective or ineffective.

Keeping a journal also provides a vehicle for reviewing cases. Journal entries provide the interventionist a way to examine the accuracy of past predictions and impressions, identify patterns, and track progress. When a journal has been kept over a long time, the interventionist can track her own professional growth.

Working With a Study Group

An interventionist does not always have others she can talk to about being an interventionist, due to issues of trust and confidentiality. Like other professionals, though, she needs opportunities to talk freely with others who share similar responsibilities. A study group can provide the interventionist with the same support she gives to staff members, students, and parents. The study group can structure a way for the interventionist to meet and share cases, discuss ideas and procedures, explore problems, and celebrate successes.

When school counselors, school psychologists, and special education resource teachers act as interventionists in a district, these professionals might meet in small study groups once per month. The agenda may involve presentations of case studies. Here is a possible agenda for conducting a case study analysis:

1. Briefly present the situation, demographic information, and the reason for the referral. Include the age of the student, grade, classroom structure, statement of the problem, and the teacher's goal.
2. Identify how the request for assistance was made. Was it made by a teacher or parent, or was it the result of an automatic referral process such as follow-up on an existing problem, excessive office referrals, etc.?
3. Provide any relevant background information.
4. Identify what has already been tried and the results.
5. Identify concerns, successes, and difficulties encountered.
6. Brainstorm additional strategies, resources, and ideas.

Facilitating Training for Collaborative Problem-Solving Groups

Another way for an interventionist to create opportunities for reflection and professional growth is to facilitate the ongoing training of collaborative problem-solving groups. Teacher Assistance Teams, Multidisciplinary Teams, Prereferral Teams, or Care Teams might meet monthly to work on improving the quality of the services they provide to staff and students. The group might work on the efficiency of their meetings, as well as the effectiveness of their intervention plans. Each month the group might study one of the intervention booklets.

Asking for Direct Feedback

The reflective interventionist may ask teachers, parents, and administrators with whom she has worked to give her feedback on the collaborative problem-solving process. What was helpful? How could the process be improved? By asking both general and specific questions, the interventionist gains insight to improve the process and her role in it.

Conducting Staff Surveys

Surveys can yield valuable information for developing procedures to meet the needs of staff and students. To ensure a high rate of response, the interventionist can ask staff members to fill out a confidential survey during a staff meeting and to turn it in to a box as they leave the meeting. Figure 6-1 illustrates a sample staff survey.

Figure 6-1

Dear Staff:

Please take a minute or two to respond to the survey below. Your responses will be anonymous. Your honest opinions will assist me as I continue to develop collaborative problem-solving relationships.

1. Have you received assistance with a student this year? ☐ Yes ☐ No

   If your answer to question 1 is "Yes," please continue with questions 3-10.
   If your answer to question 1 is "No," please complete question 2 only.

2. If "No," why not?
   - ☐ I did not have any severe problems with a student or students.
   - ☐ I did not know consultation services were available.
   - ☐ I prefer to handle things on my own.
   - ☐ I do not feel comfortable with ____________________, but did seek assistance from someone else in the school.

(Please check the appropriate response.)	**Not At All**	**Somewhat**	**Generally**	**Very Much So**
3. The interventionist was quick to respond to my concerns.	☐	☐	☐	☐
4. The interventionist was sensitive to my concerns.	☐	☐	☐	☐
5. The interventionist was easy to work with and listened to my ideas about how to solve the problem.	☐	☐	☐	☐
6. Working with the interventionist was time efficient.	☐	☐	☐	☐
7. The plan that was developed was organized and had clearly defined roles and timelines.	☐	☐	☐	☐
8. The plan that was developed was practical (e.g., the amount of teacher time required was realistic).	☐	☐	☐	☐
9. Adequate follow-up/support was provided after the plan was developed (e.g., modeling, coaching, etc.).	☐	☐	☐	☐
10. The plan developed was effective (e.g., student behavior improved).	☐	☐	☐	☐

NOTE: A copy of this form is provided in the "Reproducible Materials" at the end of this manual.

Conclusion

No matter how skilled an interventionist is, there is always more to learn. By striving for professional growth each year—to improve communication and observation skills, to be more sensitive to the needs of staff members, and so on, the interventionist can become more proficient in both her technical knowledge and her ability to share that knowledge.

CHAPTER

7

Creating a Climate for Collaboration

ESTABLISHING A CLIMATE where staff members routinely engage in collaborative problem solving represents a fundamental shift in the way schools have traditionally functioned. Rather than operating in isolated classrooms, teachers seek assistance and provide support to one another. Rather than responding to problems when they have reached crisis proportions, staff members seek early resolution. However, this climate of cooperation is not created overnight. It develops with coordinated staff effort. The following procedures can assist in creating a climate for collaboration and remove roadblocks that may hamper such efforts.

Developing Policies That Support Collaboration

The development of written discipline and responsibility policies facilitates the school-wide use of collaborative problem-solving strategies. In combination with the support and commitment of the building administrator, written policies can guarantee that at-risk students will receive collaborative services when needed. Key points in supporting school-wide collaboration include the following.

Developing a School-Wide Mission Statement

A school-wide mission statement provides a staff with a common focus and an agreed upon purpose. Figure 7-1 shows a sample elementary school mission statement.

Figure 7-1: Sample Mission Statement

We, the staff of Lincoln Elementary School, are committed to providing students with the behavioral and academic skills required to reason, communicate, and live with dignity in a literate society. Our staff members seek to provide instruction that allows all students to reach their fullest potential. We will assist students in gaining the academic competence and the responsibility required to find success through their school years and into the world of work.

Source: Reprinted with permission from Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing positive discipline policies*. Longmont, CO: Sopris West.

When the statement reflects an "inclusive" philosophy—providing for all students—a foundation is laid to promote, encourage, and ultimately require staff to participate in collaborative intervention efforts to help at-risk students. Although most staff members intuitively strive to achieve the types of goals detailed in Figure 7-1, a written statement emphasizes and reinforces the school-wide commitment to an inclusive philosophy.

When staff members engage in collaborative practices, a few teachers may resist efforts to develop intervention plans. Without a mission statement, each teacher's personal philosophy is as valid as the next person's. However, when there is an agreed upon mission statement, the mission statement supersedes individual bias.

Teacher: *I've taught for twenty years. If students misbehave, it isn't tolerated. I send them out. It's not my problem.*

Administrator: *Our mission statement says that we will try to provide instruction that allows all students to reach their fullest potential. Sending them out of the room doesn't do that. I know that we are asking you to make changes, but I am willing to assist you in those changes. There are many things that we can do to help William learn to be responsible. We need to schedule some time to sit down and work out a plan for him. It may involve changes for you, but ultimately it will help William and the other students you work with learn to assume more responsibility for themselves, not less.*

Teacher: *After all this time teaching, I'm not about to start babying these kids along.*

Administrator: *Your experience has taught you many wonderful things about teaching. However, like all professionals—physicians, engineers, and so on—we need to continually expand our base of knowledge. Kids like William demand that we be well-informed. Throughout this year, we will be offering inservice opportunities to help all of us increase our skills. By helping kids like William, we are continually learning and improving the way we serve kids. There will be other Williams. Now, let's schedule a time when we can get together to establish a plan . . . .*

BEST COPY AVAILABLE

Developing a Responsibility and Discipline Policy

An effective responsibility and discipline policy helps staff members work collaboratively to teach students how to be successful in the school setting. The policy should include clearly stated school-wide expectations as well as staff guidelines for teaching students how to meet the expectations. The guidelines should address the importance of working together to solve problems that are chronic or severe in nature. Figure 7-2 shows a sample of school-wide expectations and staff guidelines.

Figure 7-2: Guidelines for Success and Staff Guidelines

Guidelines for Success

All staff and students at Lincoln Elementary School will work together to help everyone reach their fullest potential. Everyone will be treated with dignity and respect. Any behavior or action that helps someone grow and mature will be encouraged. Staff will keep students focused on our school guidelines, which follow:

1. Be responsible.
2. Always try.
3. Do your best.
4. Cooperate with others.
5. Treat everyone with dignity and respect.

Throughout the year, we will emphasize our school motto, "Be responsible. Do your best, and help the rest." These efforts will make Lincoln Elementary School a warm and exciting place where new learning occurs each and every day.

Staff Guidelines for Teaching Student Responsibility and Discipline

All staff members contribute to Lincoln Elementary School's friendly, inviting environment. We set the tone through our actions and attitudes. Our continuous support and encouragement of students will be demonstrated through four important procedures.

1. We will teach students expectations for responsible behavior in every school environment by relating student actions to our guidelines for success. We will encourage students to be responsible, to always try, to do their best, to cooperate with others, and to treat everyone with dignity and respect.
2. We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.
3. When minor misbehavior occurs, staff will view the misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.
4. We will work collaboratively to solve problems that are chronic or severe in nature.

Source: Reprinted with permission from Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing positive discipline policies.* Longmont, CO: Sopris West.

Developing Written Descriptions of the Collaborative Services Available in the School

A written description of collaborative services should include information about all the services provided by various staff members and collaborative groups. For each service available, include:

- The purpose of the assistance.
- Clarification of the range of intervention services that may be offered.

  The roles of interventionist and the services provided tend to evolve over time as the needs of the staff change and the skills of the interventionist develop. Services may include: (1) discussing problems and successes with staff members; (2) conducting classroom observations; (3) completing diagnostic work; (4) arranging planning meetings between the teacher, the student, and the parents; (5) gathering relevant information about a student by reviewing records, talking to past teachers, or interviewing the parents; (6) assisting a teacher with the design of an intervention plan; (7) working directly with individuals or small groups of students to discuss problems, introduce plans, or conduct training; (8) assisting teachers with evaluation and revision of intervention plans; and (9) providing follow-up services and postintervention support.

- The amount of time available for the services provided.

  This information is important, and will vary widely depending upon the other responsibilities of the interventionist. For example, a school psychologist may only be able to devote one half day per week to intervention services due to the small amount of time spent in the building and other responsibilities.

- When the services are available.

  The interventionist should schedule time weekly specifically for intervention activities so that other tasks do not intrude. Some of this time should be allotted for observations and direct work with students, and some should be scheduled to permit before- or after-school meetings with teachers.

- How assistance can be requested.

  Procedures for initiating collaborative problem solving should be easy to access and clearly described. Procedures may involve completing a form or leaving a note for the interventionist.

Figure 7-3 shows a description of the collaborative services provided by a resource room teacher/consultant for special education students.

Figure 7-3: Sample Job Description

The resource room teacher will provide two major services: (1) direct teaching to special education students based on each student's need for basic skill instruction as outlined in the student's individualized education plan (IEP); and (2) serving at least 20% of his time as a resource consultant—assisting classroom teachers with the design and implementation of interventions for special education students experiencing difficulty in regular classroom programs.

In his capacity as interventionist, the resource room teacher can provide ideas and assistance for students experiencing both behavioral and academic difficulty. The types of help that may be provided include:

- Lending an ear;
- Helping to design intervention plans for the classroom;
- Conducting observations;
- Meeting directly with students and parents;
- Designing motivational plans for students;
- Participating as a mediator in teacher-student conferences;
- Helping to adapt instructional practices for low performing students; and
- Assisting with informal assessment. (Formal assessment for special education referral is conducted by the school psychologist.)

There is no need to fill out a report or a form to start the ball rolling. Just leave a note in the resource teacher's box or schedule an appointment when you see him. Weekly student reports can be used to request additional time to discuss student progress.

Include the written descriptions in a staff handbook and/or distribute them to the staff. When intervention services are poorly defined or inadequately communicated, staff members are less likely to avail themselves of the services.

Establishing Procedures for Automatic Referral of At-Risk Students

No matter how available collaborative problem-solving services might be, some teachers may not refer students. To ensure that needy students receive assistance, there should be a variety of ways to trigger intervention planning. Automatic referral systems set criteria for "red flagging" students who may need assistance. Criteria for automatic referral may include:

- A specified number of discipline referrals to the office, after-school detention, the time-out room, lunch time detention, or the homework room;
- A specified number of absences; or
- A specified minimum G.P.A. or a specified number of failing grades.

All automatic referral systems must be clearly described in the written responsibility and discipline policy. The description should include:

- How grades, office referrals, absenteeisms, etc. will be monitored;
- Who will be responsible for monitoring the grades, office referrals, absenteeism, etc.;

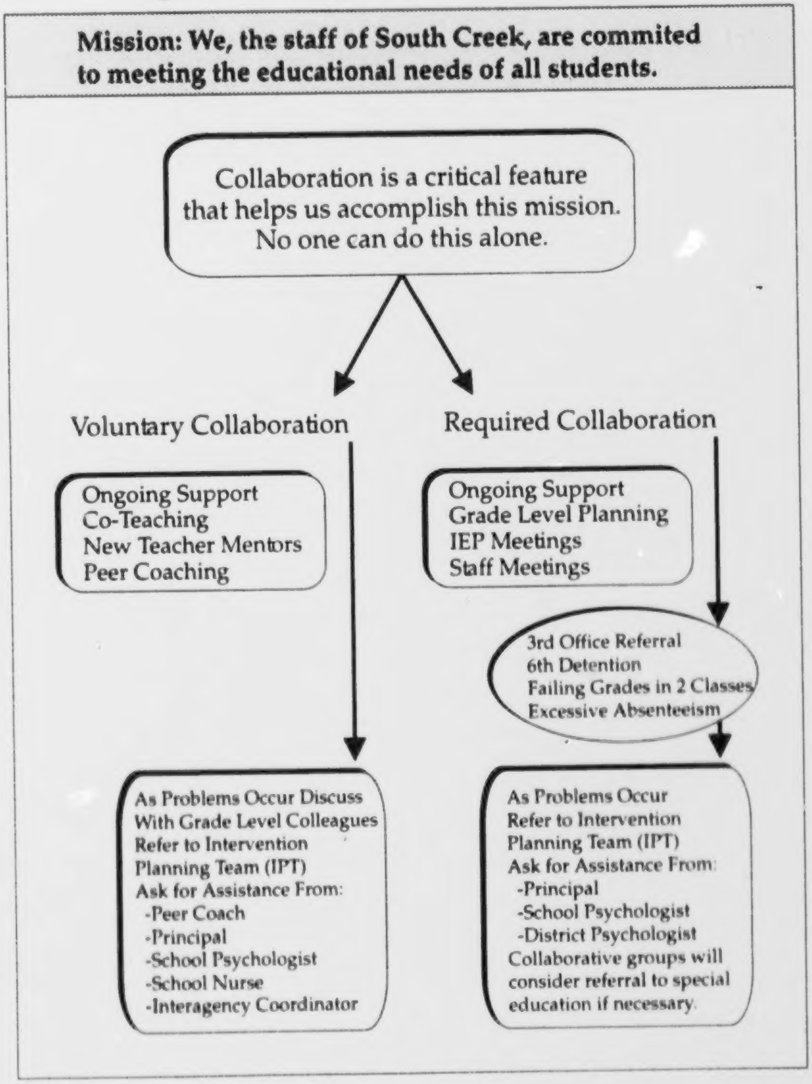
- Who will handle the referrals; and
- Who will decide what happens with the referral.

Automatic referral systems ensure that staff members work proactively to help students who are on a downward spiral. These systems are particularly important at the secondary level where teachers may not have the opportunity to notice the full magnitude of a student's problem.

Developing an Organizational Diagram

Schematic diagrams or concept maps graphically depict the services that are available to help staff members implement their mission statement. Development of an organizational diagram (see Figure 7-4) often assists staff in utilizing a wide range of services.

Figure 7-4: Sample Organizational Diagram


Mission: We, the staff of South Creek, are commited to meeting the educational needs of all students.
Collaboration is a critical feature that helps us accomplish this mission. No one can do this alone.
Voluntary Collaboration
Required Collaboration
Ongoing Support
Co-Teaching
New Teacher Mentors
Peer Coaching
Ongoing Support
Grade Level Planning
IEP Meetings
Staff Meetings
3rd Office Referral
6th Detention
Failing Grades in 2 Classes
Excessive Absenteeism
As Problems Occur Discuss
With Grade Level Colleagues
Refer to Intervention
Planning Team (IPT)
Ask for Assistance From:
-Peer Coach
-Principal
-School Psychologist
-School Nurse
-Interagency Coordinator
As Problems Occur
Refer to Intervention
Planning Team (IPT)
Ask for Assistance From:
-Principal
-School Psychologist
-District Psychologist
Collaborative groups will consider referral to special education if necessary.

Providing Ongoing Staff Development

An active staff development program creates an atmosphere of ongoing professional growth and collaboration. As staff members work together to develop new skills and strategies, it becomes clear that no one is expected to have all the answers. This basic message allays the misperception that all staff members should know how to reach every student and solve every problem. Seeking the professional opinions and assistance of colleagues becomes a natural part of the school's culture.

A strong mission statement helps focus staff development programs. Without an agreed upon mission, inservice often becomes a miscellaneous hodgepodge—with staff attending only those workshops that reinforce their own biases and interests. When staff development is guided by a mission statement, inservice activities are selected to help staff develop strategies that assist them in their efforts to implement the mission statement.

Removing Roadblocks to School-Wide Collaboration

In many schools, collaboration must be facilitated by identifying and removing roadblocks. Major roadblocks to collaboration often include concerns regarding confidentiality, a fear that the process may affect teacher evaluations, and a concern that collaboration will require much time. Once roadblocks are removed, initially reticent staff may begin cautiously experimenting with some form of collaborative problem solving.

Protecting the Confidentiality of Those Served

Those who serve on collaborative planning teams and/or as interventionists must make a commitment to protect the confidentiality of the students, teachers, and parents they discuss and assist. Staff should be informed that confidentiality will be maintained, and those involved in collaborative planning must honor this commitment.

Clearly Defining How Collaborative Efforts Are Related to Staff Evaluation

Some staff members may hesitate to engage in collaborative problem solving if they think it will be related negatively to staff evaluation. To reduce this problem, staff members and the administration should jointly determine in advance how available collaborative structures might be related to teacher evaluation. Figure 7-5 shows such relationships in a hypothetical school.

Figure 7-5: Sample Correlations of Collaborative Services and Staff Evaluation

Collaborative Services Available	Reports On Collaborative Relationship Given to Admin.?	Relationship to Staff Evaluation
Peer Coaches	No	None
Co-Teaching	No	None
Consultation With Special Ed. Staff	Only as related to placement decisions for identified special education students.	None
Mentors for New Staff	Mentor provides progress reports to administrator twice during probationary year.	Admin. may use info. from mentor as part of evaluation.
District Behavior Specialist	Yes	None
School Counselor	No	None
School Psychologist	Only as related to placement decisions for identified special education students.	None
School Nurse	No—unless a student has a health issue that must be reported.	None
Lead Teacher	No	None
Grade Level Staffings	No	None
Intervention Planning Team (IPT) Meetings	Administrator may take part in the meeting.	None
Multidisciplinary Team Meetings (MDT)/IEP Meetings	Administrator may take part in the meeting.	None
Administrative Coaching	Observations and consultation conducted directly by administrative staff.	None—unless related to identified goal for that staff person.
Formal Teacher Evaluation	Administrator conducts the evaluation.	These observations and conferences make up the sum total of formal evaluation unless the staff member has been otherwise notified.

Creating Time for Collaboration

Lack of time is the greatest roadblock to collaboration. Unfortunately, it is also the most difficult obstacle to overcome. Resources available for intervention planning vary tremendously from state to state, district to district, and building to building (see Figure 7-6.) Each staff must determine its own priorities, evaluate the resources it has available, and then work to create the time that is needed.

Figure 7-6: Variability in Resources

Elementary School A	Elementary School B
800 students	350 students
Average class size—35	Average class size—25
1 administrator	1 administrator
Half-time counselor	Full-time counselor
Half-time school psychologist	Half-time school psychologist
Librarian Music specialist	Librarian Music specialist P.E. specialist Computer teacher
	Lead teacher (available half-time for collaboration)
	District-level behavior specialist (on call)

In many schools, staff members are stretched to the limit. For example, School A, described in Figure 7-6, will obviously have a very difficult time finding the time and staff resources necessary to assist with intervention planning. School B, on the other hand, has fewer students with more staff time allocated. There is more time available with the counselor. There is also a lead teacher who can assist with intervention planning, and the school has access to a district-level specialist. In addition to the services of these people, the general education staff has more discretionary time for intervention planning because their students are taught by specialists in music, P.E., and so on. Even in schools such as School A, however, limited resources can sometimes be used more effectively if collaborative problem solving is a priority. Suggestions include:

- Identifying staff who might be available to cover classes.

  In most schools, some staff time can be allocated for covering the classes of teachers involved in collaborative intervention planning. When possible, staff members and the times they have available should be identified ahead of time (see Figure 7-7). Then when an interventionist responds to requests for assistance, this information can be used to arrange meeting times with teachers.

Figure 7-7: Master Schedule of Resources for Covering Classes

Schedule for Covering Classes—By Appointment Only!

For the week of Feb. 5-9

Don't forget to leave a note in our box if you need one of us to cover a class. Also be sure to identify the room and the activity.

Mr. Gilroy (Counselor)

Wednesday, Feb. 7

1:30-1:45 Marjorie Johnson, Rm. 10—show film/intervention planning w/ Mrs. Y.

1:45-:2:00 Marjorie Johnson, Rm. 10—show film/intervention planning w/ Mrs. Y.

2:00-2:15

2:15-2:30

Mrs. Yoshida (Asst. Principal)

Wednesday, Feb. 7

9:00-9:15

9:15-9:30

Friday, Feb. 9

10:00-10:15 Not available—Sorry, district meeting/see alternative times.

10:15-10:30 Not available—Sorry, district meeting/see alternative times.

10:30-10:45

Ms. Torgeson (Teacher Asst.)

Monday, Feb. 5

9:00-9:15

9:15-9:30

9:30-9:45

9:45-10:00

2:00-2:15

2:15-2:30

Tuesday, Feb. 6

9:00-9:15

9:15-9:30

9:30-9:45

9:45-10:00

A notebook of appointment times could be kept in the office. Whenever a time is scheduled, a note would be given to the staff member who will cover the class.

- Setting up times when teachers cover for each other.

  Collaborative problem solving can occur in a variety of ways—through peer coaching activities, teacher mentor programs, grade level groups, with an interventionist, or within Teacher Assistance Teams (or similar team formats). These activities can be assisted by having pairs of teachers cover for each other. For example, third and fifth grade teachers might agree to take turns covering each other's classes every other week. The teachers could plan mixed age level activities for the students and be free to collaborate with grade level colleagues every other week.

- Providing weekly or monthly collaboration time.

  Recognizing the importance of collegial planning time, some districts regularly schedule early releases or late starts. These schedules allow for longer planning periods, but do not reduce student contact time. For example, students who normally leave school each day at 2:30 P.M. would stay until 2:45 P.M. four days per week, and go home at 1:30 P.M. one day each week. This allows concentrated planning time, and being able to manipulate the schedule gives the staff greater flexibility.

  Figure 7-8 illustrates how early release time might be used effectively. In Schedule 1, there is a 20 minute general staff meeting, followed by 30 minutes of intervention planning time (from 2:00 P.M. to 2:30 P.M.). Depending on the staff size and the demand for services, one or more planning groups could operate at the same time. Staff members who are not involved in intervention planning are free to work in their rooms from 2:00 P.M. until 4:00 P.M. Those participating in intervention planning have from 2:30 P.M. to 4:00 P.M. for their discretionary work time.

Figure 7-8

Schedule 1	Schedule 2
Staff Meeting 1:30 -1:50	Grade Level Planning—1:35-3:30
Work Time 1:50-4:00	Intervention Planning 3:00-3:30
Intervention Planning 2:00-2:30	Work Time 3:30-4:00

In Schedule 2, grade level teams meet for one hour and 55 minutes. One hour and 25 minutes is spent collaboratively planning instruction, while the last 30 minutes is spent on intervention planning. This leaves 30 minutes of discretionary time to be used for either individual work time or continued planning, if desired.

While this type of flexible scheduling provides many options for intervention planning that traditional schedules do not, it requires masterful bus scheduling, communication, and careful consideration of childcare options in the neighborhood. Parental support can be fostered where there is a clear understanding that staff time can be used more effectively to plan for students and that student contact time will not be reduced. Through clear communication with parents, and opportunities to discuss the pros and cons in advance, communities will often support these scheduling options.

Lack of time and resources will always be significant impediments to collaboration. However, with perseverance and creativity, most obstacles can be overcome.

Inviting Staff to Use Collaborative Services

Sometimes staff members need to be both educated and sold on the benefits of collaboration. Interventionists must be invitational, and they may also have to actively "market" themselves if they hope to encourage the voluntary use of their services. Possible marketing suggestions include:

Mini Presentations

At various points throughout the year, interventionists and collaborative teams can give brief (one-two minute) presentations to remind staff members of their services. The presentations may involve a quick role play or skit; they may be funny or straightforward—but they should be informative.

Posters and Fliers

Figure 7-9 shows a sample "ad" for the services of a interventionist. It uses a humorous format to provide staff members with specific information about ways to make a referral. Ads can be posted in the faculty room, run off on brightly colored paper and put in staff mailboxes, or distributed at faculty meetings.

Figure 7-9

Notice: Job Wanted!

School Psychologist at Filmore Elementary is looking for work as a consultant and helper to classroom teachers. Skills include discipline ideas, student motivation techniques, and strategies for students struggling academically. Two heads are sometimes better than one, so use my head and together we can develop ideas for helping those at-risk students in your classroom. Act now! I might be able to help before the situation has gone on so long that you are considering special education referral. No paperwork is required! (Yea!) Just let me know and we can set up a time to talk. Please note, I don't feel like I have ANSWERS, per se, but by working together we can probably come up with some pretty good plans.

Testimonials

Contemporary print and video advertising demonstrate the power of the testimonial. Having someone extol the benefits of a product or service is one of the most effective ways of convincing others of its value. Distributing a short report on a successful intervention by a teacher who has worked with the interventionist or a problem-solving team will both market the collaborative service and disseminate a successful practice.

Memos

A memo is another simple but effective means of reminding staff members that there are services available. Figure 7-10 shows a sample memo that could be placed in the mailboxes of middle school teachers in the early spring.

Figure 7-10

Memo

Date: March 1

To: All Staff

Re: Collaborative Intervention Planning

Spring is here . . .

The flowers bloom.

The birds return.

The adolescents turn weird!

Last year about this time, we started having a significant increase in the number of severe discipline incidents. Don't forget about us. We'd love to help you with those challenging behavioral and motivational problems. Just drop one of us a note and we can meet to knock around ideas.

Sincerely,
Ms. Almquist, Vice Principal
Mr. Welsh, Resource Teacher
Miss Saito, Counselor
Ms. Young, School Psychologist
The Grade Level Assistance Teams
The School-Wide Assistance Team

Conclusion

The school environment can be structured to facilitate collaborative planning for at-risk students. This can be accomplished by creatively assisting teachers in finding the time to collaborate and removing other roadblocks such as confidentiality. Policies that support collaboration and ongoing staff development communicate that working together is a highly professional endeavor and an effective way to help students who are most at-risk of failure in school and eventually in the community.

Reproducible Materials

The following form(s) may assist you in implementing the *Interventions* program.

These pages may be reproduced without permission from the publisher.

References

Bauer, A.M. & Sapona, R.H. (1991). *Managing classrooms to facilitate learning*. Englewood Cliffs, NJ: Prentice Hall.

Cangelosi, J.S. (1988). *Classroom management strategies: Gaining and maintaining students' cooperation*. Whiteplains, NY: Longman.

Carr, E.G. & Durand, V.M. (1986). The social-communicative basis of severe behavior problems in children. In S. Reiss & R. Bootzin (Eds.), *Theoretical issues in behavior therapy*. New York: Academic Press.

Charles, C.M. (1989). *Building classroom discipline: From models to practice* (3rd ed.). Whiteplains, NY: Longman.

Colvin, G. (1992). *Managing acting-out behavior: A staff development program*. Eugene, OR: Behavior Associates. (Distributed by Sopris West, Longmont, CO.)

Colvin, G. & Sugai, G. (1989). *Managing escalating behavior* (2nd ed.). Eugene, OR: Behavior Associates.

Cullinan, D. & Epstein, M.H. (1985). Behavioral interventions for educating adolescents with behavior disorders. *The Pointer, 30*(1), 4-7.

Cunningham, R.C. & Shillington, N.M. (1990). Mentoring preservice teachers through interdisciplinary teams: A school university partnership. *Action in Teacher Education, 11*(4), 6-12.

Emmer, E.T., Evertson, C.M., Sanford, J.P., Clements, B.S., & Worsham, M.E. (1984). *Classroom management for secondary teachers*. Englewood Cliffs, NJ: Prentice Hall.

Evertson, C.M., Emmer, E.T., Clements, B.S., Sanford, J.P., & Worsham, M.E. (1984). *Classroom management for elementary teachers*. Englewood Cliffs, NJ: Prentice Hall.

Great Falls Public Schools. (1993). *Responding to individual differences in education* (7th ed.). Longmont, CO: Sopris West.

Kerr, M.M. & Nelson, C.M. (1989). *Strategies for managing behavior problems in the classroom* (2nd ed.). NY: Macmillan.

Lavigna, G.L. & Donnellan, A.M. (1986). *Alternatives to punishment: Solving behavior problems with nonaversive strategies*. New York: Irvington.

Lovitt, T.C. (1991). *Preventing school dropouts: Tactics for at-risk, remedial, and mildly handicapped adolescents*. Austin, TX: Pro-Ed.

Morgan, D.P. & Jenson, W.R. (1988). *Teaching behaviorally disordered students: Preferred practices*. Columbus, OH: Merrill Publishing.

Nelson, C.M. & Rutherford, R.B., Jr. (1988). Behavioral interventions with behaviorally disordered students. In M.C. Wang, M.C. Reynolds, & H.J. Walberg (Eds.), *Handbook of special education: Research and practice* (vol. 2, pp. 125-153). Oxford, England: Pergamon Press.

Phillips, V. & McCullough, L. (1992). *Student/Staff support teams*. Longmont, CO: Sopris West.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1992). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Sprick, R.S. (1981). *The solution book: A guide to classroom discipline.* Chicago: Science Research Associates.

Sprick, R.S. (1985). *Discipline in the secondary classroom: A problem by problem survival guide.* West Nyack, NY: Center for Applied Research in Education.

Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing positive discipline policies* (Vol. II). Longmont, CO: Sopris West.

Sugai, G.M. & Tindal, G.A. (1993). *Effective school consultation: An interactive approach* (p. 34). Pacific Grove, CA: Brooks/Cole Publishing.

Sulzer-Azaroff, B. & Mayer, G.R. (1987). *Achieving educational excellence: Using behavioral strategies.* New York: Holl, Rinehart, and Winston.

Van de Werfhost, F.H. (1986). Temperament and teacher-child interactions. In G.A. Kohnstamm (Ed.), *Temperament discussed: Temperament and development in infancy and childhood* (pp. 141-147). Leiden, the Netherlands: University of Leiden.

VanGundy, A.B. (1987). *Creative problem solving: A guide for trainers and management.* New York: Quorum Books.

VanHouten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21,* 381-384.

Walker, H.M. & Severson, H.H. (1992). *Systematic screening for behavior disorders* (2nd ed.). Longmont, CO: Sopris West.

Informal Request for Assistance

Date:
To:
From: Position:
Re.:

Brief description of the problem:

☐ This is an informal request for assistance.
(I'd just like some ideas at this point.)

☐ This is a request for formal assistance.
(The problem may be serious enough for a structured intervention plan.)

Informal Request for Assistance

Date:
To:
From: Position:
Re.:

Brief description of the problem:

☐ This is an informal request for assistance.
(I'd just like some ideas at this point.)

☐ This is a request for formal assistance.
(The problem may be serious enough for a structured intervention plan.)

Formal Request for Assistance

Referring Person

Position Date

Student

Grade DOB / / Sex: ☐ M ☐ F IEP: ☐ Y ☐ N

Check the Type of Problem Behavior

Academic:	☐ Reading ☐ Spelling ☐ Writing ☐ Study Skills ☐ Other____________________
Social:	☐ Aggression ☐ Noncompliance ☐ Truancy ☐ Tardies ☐ Withdrawal ☐ Disruptions ☐ Social Skills ☐ Self-Management ☐ Other____________________
Communication:	☐ Language ☐ Fluency ☐ Articulation ☐ Voice ☐ Other____________________
Self-Help:	☐ Dressing ☐ Hygiene ☐ Other____________________
Health:	☐ Vision ☐ Hearing ☐ Physical ☐ Other____________________

Provide a Specific and Observable Description of the Problem

Provide a Specific Description of the Problem Context

Where:

When:

With Whom:

Other:

Provide a List of Previous Remediation Attempts (If Any)

1.

2.

3.

Source: Adapted with permission from Sugai, G.M. & Tindal, G.A. (1993). *Effective school consultation: An integrative approach*. Pacific Grove, CA: Brooks/Cole Publishing.

Parental Permission Form for Intervention

Dear ____________________:

The staff of ________________________ strive to help all children feel a part of our learning community. Occasionally, we find that one of our students can benefit from additional assistance. We would like to provide __________________ with special support.

The goal of this assistance will be to help your child learn to:

____

Assistance may include, but is not limited to: reviews of the student's school file; informal academic assessment—reviewing work samples and habits, conducting an informal reading inventory; asking teachers about work habits and classroom behavior; classroom observations by a specialist; and the development of a supportive intervention plan developed by teachers and specialists in our building.

We need your permission to proceed with this assistance. Please sign the attached form and return it to ____________________ by ________________.

If you have any questions, feel free to call ____________________________
at ________________ between the hours of ____________________.

We look forward to working with you and your child.

Sincerely,

- -

Parental Authorization for Student Assistance

Please check the appropriate box.

☐ Permission is granted to provide student assistance as described above.

☐ Permission is denied because ________________________________
____
____

(Parent/Guardian Signature) (Date)

Observation Form

Student(s) Teacher

Date Time

Subject/Activity

Time	Description of Student Behavior	Description of Teacher Interaction

25 Minute Intervention Planning Process

Student Name ________________________ Age _____ Grade _____ Date _______________

Interventionist Name ____________________ Teacher(s) Name(s) ________________________

Other Participants ____

Starting Time __________

Step 1: Background (6 Minutes)

Stop __________

- Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs.

- Identify student strengths.

- Identify strategies already tried.

Step 2: Problem and Goal (2 Minutes)

Stop __________

- Narrow the scope of the problem and identify a goal.

Step 3: Responsible and Irresponsible Behavior (4 Minutes)

Stop __________

- Provide examples of responsible behavior and/or student strengths to encourage.
- Provide examples of irresponsible behavior to discourage.

Responsible Behavior	Irresponsible Behavior

BEST COPY AVAILABLE

Step 4: Consequences (2 Minutes)

Stop ___________

- Determine whether irresponsible or inappropriate behavior will be corrected, ignored, or whether a consequence will be implemented.

Step 5: Proactive Strategies (4 Minutes)

Stop ___________

- Brainstorm strategies to encourage responsible behavior. (Brainstorm, don't evaluate.)

Step 6: Proactive Plan (3 Minutes)

Stop ___________

- Select a manageable set of proactive strategies to implement.

Step 7: Final Details (4 Minutes)

Stop ___________

a. Evaluation:

- Identify at least two ways to determine if the plan is working.

b. Support:

- Identify things other adults can do to assist the student and teacher. (Be specific—who, what, where, when.)

c. Plan Summary:

- Identify each person's responsibilities and when actions will be taken;
- Identify who will discuss the plan with the student and when; and
- Schedule follow-up.

Who	Responsibilities	Date(s)

Discussion With the Student:

Who ______________________________ Date ______________ Time ______________

Follow-Up Meeting:

Who ______________________________ Date ______________ Time ______________

Intervention Summary Form

Student Date

Teacher(s)

Other Participants

Goal:

Student Responsibilities:

Teacher Responsibilities:

Interventionist Responsibilities:

Parent/Guardian Responsibilities:

Follow-Up:

Intervention Decision Guide (IDG)

Student Name__________________________ Age ____ Grade ____ Beginning Date ______

Interventionist Name____________________ Teacher(s) Name(s)________________________

____

Other Participants ____

Stage 1: Background

Reason for the Referral and Description of the Problem(s)

Code Red (Is it an emergency situation?)

The behavior is a threat to physical safety.	If true, implement Intervention A: *Managing Physically Dangerous Behavior.*
The behavior is so disruptive the teacher can't teach.	If true, implement Intervention B: *Managing Severely Disruptive Behavior.*

Notes:

Notes on the Problem(s) **What, Where, When, Why**

Are there situations that seem to set off the problem behavior?

Where do the problem(s) tend to occur?

When do the problem(s) tend to occur?

Time(s) of day:

Day(s) of the week:

How often do the problem(s) occur? How long does the behavior last?

What seems to be maintaining (reinforcing) the student's misbehavior? (Check as many as apply.)

☐ Attention

☐ Power

☐ Venting frustration or anger

☐ Escape

☐ Other ________

____

Notes:

Strengths of the Student (at Least Three)

The Teacher(s)' Goal or Desired Outcome

What would the teacher(s) like to have happen? What can't the teacher(s) "live with" any longer?

Notes on Parental Involvement

Contact date(s):

Notes on the contact(s):

What would the parent(s) or guardian like to have happen?

Input From the Student

Other Information

Input from previous teachers:

Input from other staff who know the student (assistants, counselor, specialists, etc.):

Review of the student's records:

Interventions Tried and Their Results

Description:

How long attempted?

How successful?

Stage 2: Preparation

Goal or Desired Outcome for the Intervention

Possible Interventions to Consider

Descriptor	Intervention	Check the intervention(s) to consider.	Check the intervention(s) selected.
(If the statement is true, consider including this intervention as part of the plan.)			
The behavior poses a threat to someone's physical safety.	**Intervention A:** *Managing Physically Dangerous Behavior*		
The behavior is so severe that the teacher cannot continue to teach.	**Intervention B:** *Managing Severely Disruptive Behavior*		
The student may not know what is expected.	**Intervention C:** *Planned Discussions*		
The student may have an underlying academic problem.	**Intervention D:** *Academic Assistance*		
The student makes negative comments about himself/herself and others.	**Intervention E:** *Restructuring Self-Talk*		
The student seems to be unaware of when he/she engages in inappropriate behavior.	**Intervention F:** *Signal Interference Cueing*		
The student would benefit from additional adult support and attention.	**Intervention G:** *Mentoring*		
The student is impulsive and has difficulty maintaining emotional control.	**Intervention H:** *Self-Control Training*		
The student has difficulty with motivation and may not understand how to reach a goal.	**Intervention I:** *Goal Setting and Contracting*		
The student does not know how to meet expectations.	**Intervention J:** *Teaching Desired Behaviors*		
The student has some motivation to change or learn new behaviors.	**Intervention K:** *Self-Monitoring*		
The misbehavior is a *firmly* established part of the student's behavior.	**Intervention L:** *Structured Reinforcement Systems*		
The teacher(s) feel anxious, worried, discouraged, or angry about a student or students.	**Intervention M:** *Managing Stress*		
Several students in a class have difficulty managing their behavior.	**Intervention N:** *Classroom Management Strategies*		
The student gets a lot of attention from adults and/or peers for misbehavior or failure.	**Intervention O:** *Increasing Positive Interactions*		
It is difficult to be consistent with the student because it is not always clear when the student has crossed the line between appropriate and inappropriate behavior. and/or Consequences for misbehavior seem necessary, but do not seem to work.	**Intervention P:** *Borderlines and Consequences*		

Stage 3: Intervention Design

Selected Intervention(s)

Summary of Responsibilities for Implementing the Plan

Specify who is responsible for doing what. Establish timelines for implementation.

Methods for Evaluating Intervention Effectiveness

Specify at least two sources of evaluation information.

Summary of Final Plan

Interventionist: On the "Intervention Summary Sheet," summarize and distribute a final copy of responsibilities.

Stage 4: Implementation

Initial Follow-Up Notes

Follow-Up #1

Date of the follow-up meeting:
Purpose of the follow-up meeting:
Summary of the follow-up meeting:

Follow-Up #2

Date of the follow-up meeting:
Purpose of the follow-up meeting:
Summary of the follow-up meeting:

Intervention Summary Sheet

Date

Student(s) Age Grade

Teacher(s)

Other Participants

Goal(s)

Date	Action(s)	Responsibility

Staff Survey

Dear Staff:

Please take a minute or two to respond to the survey below. Your responses will be anonymous. Your honest opinions will assist me as I continue to develop collaborative problem-solving relationships.

1. Have you received assistance with a student this year? ☐ Yes ☐ No

If your answer to question 1 is "Yes," please continue with questions 3-10.
If your answer to question 1 is "No," please complete question 2 only.

2. If "No," why not?

☐ I did not have any severe problems with a student or students.
☐ I did not know consultation services were available.
☐ I prefer to handle things on my own.
☐ I do not feel comfortable with ____________________, but did seek assistance from someone else in the school.

(Please check the appropriate response.)	Not At All	Somewhat	Generally	Very Much So
3. The interventionist was quick to respond to my concerns.	☐	☐	☐	☐
4. The interventionist was sensitive to my concerns.	☐	☐	☐	☐
5. The interventionist was easy to work with and listened to my ideas about how to solve the problem.	☐	☐	☐	☐
6. Working with the interventionist was time efficient.	☐	☐	☐	☐
7. The plan that was developed was organized and had clearly defined roles and timelines.	☐	☐	☐	☐
8. The plan that was developed was practical (e.g., the amount of teacher time required was realistic).	☐	☐	☐	☐
9. Adequate follow-up/support was provided after the plan was developed (e.g., modeling, coaching, etc.).	☐	☐	☐	☐
10. The plan developed was effective (e.g., student behavior improved).	☐	☐	☐	☐

ORDER FORM

TO ORDER additional copies of *Interventions: Collaborative Planning for Students At Risk* please mail or FAX this order form or phone toll free with credit card orders. Purchase orders are also accepted (via FAX or mail).

CODE #	DESCRIPTION	PRICE	QTY.	COST
49MAN	Interventions: Collaborative Planning for Students At Risk (Procedural Manual and 16 Intervention Booklets)	$65.00		
49TAPE	Interventions Audio Tape Album	$59.00		
49MT	**Buy both and save.** Interventions Procedural Manual, 16 Intervention Booklets, and Audio Tape Album	$112.50		
	Intervention Booklets are also available in packets of 10 each:			
49PAKA	Intervention A: *Managing Physically Dangerous Behavior*	$18.00		
49PAKB	Intervention B: *Managing Severely Disruptive Behavior*	$18.00		
49PAKC	Intervention C: *Planned Discussions*	$18.00		
49PAKD	Intervention D: *Academic Assistance*	$40.00		
49PAKE	Intervention E: *Restructuring Self-Talk*	$18.00		
49PAKF	Intervention F: *Signal Interference Cueing*	$18.00		
49PAKG	Intervention G: *Mentoring*	$18.00		
49PAKH	Intervention H: *Self-Control Training*	$25.00		
49PAKI	Intervention I: *Goal Setting and Contracting*	$25.00		
49PAKJ	Intervention J: *Teaching Desired Behaviors*	$18.00		
49PAKK	Intervention K: *Self-Monitoring*	$18.00		
49PAKL	Intervention L: *Structured Reinforcement Systems*	$25.00		
49PAKM	Intervention M: *Managing Stress*	$18.00		
49PAKN	Intervention N: *Classroom Management Strategies*	$25.00		
49PAKO	Intervention O: *Increasing Positive Interactions*	$25.00		
49PAKP	Intervention P: *Borderlines and Consequences*	$25.00		
—	Sopris West Catalog of Programs	FREE		
		Shipping/Handling**		
		TOTAL COST OF THIS ORDER		

** 10% of cost, $3.00 minimum.

Billing Address

Phone ______________________

Shipping Address Same as billing address? ☐

Phone ______________________

Method of Payment

○ VISA ○ MasterCard ○ Check/Money Order *(Make payable to: Sopris West.)* ○ Purchase Order No. ______________ *(Copy of P.O. MUST be enclosed.)*

(Credit Card Number)

Credit Card Expiration Date MONTH / YEAR

(Please print name of cardholder.)

(Cardholder please sign here.)

3 EASY WAYS TO ORDER

1

Call Toll Free:
1-800-547-6747

2

Mail Order Form:
Sopris West, 1140 Boston Avenue, P.O. Box 1809, Longmont, CO 80502-1809

3

FAX:
1-303-776-5934

Published and Distributed by:

SOPRIS WEST
1140 Boston Avenue • Longmont, Colorado 80501 • (303) 651-2829